An Evaluation Of Women's Attitudes Towards Anger In Other Women And The Impact Of Such On Their Own Anger Expression Style

Nancy Praill
Wayne State University

Follow this and additional works at: http://digitalcommons.wayne.edu/oa_theses

Recommended Citation
AN EVALUATION OF WOMEN'S ATTITUDES TOWARDS ANGER IN OTHER
WOMEN AND THE IMPACT OF SUCH ON THEIR OWN ANGER EXPRESSION
STYLE

by

NANCY PRAILL

THESIS

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

MASTER'S OF SOCIAL WORK

2010

Major: Social Work

Approved by:

Advisor Date
DEDICATION

This thesis is dedicated to all women who struggle with the limits gender socialization has placed on them; as such, with accepting the universal emotion of anger, and miss out on the guidance and opportunity for change that anger provides.
ACKNOWLEDGEMENTS

I would like to thank Dr. González-Prendes my primary thesis advisor for all the time he spent helping me to formulate the concept, create the vignette, and all the many other parts of the process of writing this thesis. Dr. González-Prendes spent exceedingly more months and hours helping me than should ever be expected, thank-you.

Dr. Kernsmith, thank-you for helping me with the statistical analyses I would have been lost without your guidance.

I would like to thank Neva Nahan for all the time she spent helping me to get approval for the survey. Also, I would like to thank Rachel Lathrop for helping me with the survey and data on Zoomerang.

I am very grateful to my fiancé Steve Vince for his never ending patience and support during the entire process. I am grateful to my family and friends particularly the women for all their support and recruitment efforts. Special thanks to my sister Lacey Praill, and my mother Claudia Praill for their encouragement and efforts.

I would like to thank Wayne State University, University of Windsor, and Glengarda for allowing access to their different systems for recruitment. Finally, I would like to thank all the women who participated in the study for donating their time.
# TABLE OF CONTENTS

Dedication........................................................................................................................................ ii

Acknowledgements.......................................................................................................................... iii

List of Tables.......................................................................................................................................vii

**Chapter I Introduction**............................................................................................................... 1

Definition of Anger............................................................................................................................1

Statement of the Problem.................................................................................................................. 3

The Consequences of Gender Socialization...................................................................................3

Research Questions............................................................................................................................4

Gaps in Current Anger Research......................................................................................................4

Healthy vs. Unhealthy Anger...........................................................................................................6

How Anger is a Problem....................................................................................................................8

  Anger and Violence.........................................................................................................................8

  Anger and Health............................................................................................................................9

Conclusion.........................................................................................................................................12

**Chapter II Literature Review**....................................................................................................13

Introduction.....................................................................................................................................13

Philosophy.......................................................................................................................................13

  Women and Anger Diversion.........................................................................................................13

Social Learning Theory....................................................................................................................14

Social Learning Theory and Anger..................................................................................................15

Gender Socialization.......................................................................................................................18
LIST OF TABLES

Table 1: STAXI-2 Alpha Coefficients.................................................................43
Table 2: Demographic Characteristics..............................................................45
Table 3: STAXI-2 T-Test Comparisons.............................................................47
Table 4: Anger Diversion Percentages...............................................................48
Table 5: T-Test How Appropriate?.................................................................48
Table 6: T-Test How Likely?.............................................................................49
Table 7: Anger Diversion Correlations.............................................................51
Table 8: Anger Diversion and STAXI-2 Correlations......................................52
Chapter One

Introduction

Anger is a universal emotion felt and expressed by both men and women. However, anger expression styles may vary amongst genders and individuals. Furthermore, as will be discussed in this chapter, unhealthy anger can have negative consequences for individuals and society. Chapter one will provide: current definitions of anger according to leaders in the field of anger research; a statement of the problem related to women and anger and the purpose of this thesis; the role of gender socialization on women’s anger expression and the consequences of such; the research questions for the thesis; the gaps in anger research and specifically research with women and anger; the difference between healthy and unhealthy anger; the cost society due to the violence and health ramifications associated with anger.

Definition of Anger

Anger has been defined in many different ways. The American Psychological Association (2009) defines anger as a healthy human emotion that can turn destructive when anger becomes out of control, and thus affecting many aspects of a person’s interpersonal life. Spielberger (1999), a leading anger researcher and creator of the State Trait Anger Expression Inventory-2, (STAXI-2), one of the measures of anger used in this thesis, defines anger as: “a psychobiological emotional state or condition marked by subjective feelings that vary in intensity from mild irritation to intense fury and rage” (p.1).

Howard Kassinove (1995) defines anger as:

...a negative phenomenological (or internal) feeling state associated with specific cognitive and perceptual distortions and deficiencies (e.g., misappraisals, errors, and attributions of blame, injustice, preventability, and/or intentionality) subjective labeling, physiological changes, and action tendencies to engage in socially constructed and reinforced organized
behavioral scripts. (p.7)

Finally, Greenberger and Padesky (1995) describe anger as an agent that changes our physiology, behavior and our thinking, mobilizing our bodies to fight or flight. Anger is a person specific emotion evolved from social cues in the environment. Different trigger cues are based on individual’s perception of a situation, which is framed by beliefs that a person develops during childhood and that grow out significant associations that lead the child to formulate fundamental views and assumptions about the self, others, and the world. (Greenberger & Padesky).

All the above definitions of anger underscore the notion that anger is a complex emotion that not only encompasses affective elements, but which also includes psychological, biological, and sensory factors. The aforementioned definitions also reflect the wide range of intensity of anger, and the utility of anger as one of several emotions used by humans to interpret their surroundings and decide on a course of action. Cognitively, anger is formed when a person perceives that he or she has been hurt, important rules or norms have been violated, and the particular situation is seen as unfair, unreasonable or below expectations (Greenberger & Padesky, 1995). Anger is more likely to arise in close relationships, particularly for women, as higher expectations are created in close relationships. This is illustrated by Averill (1983) who found in a study of 116 self-reported anger episodes that only 21% of episodes were triggered by a stranger or someone the individual knew but disliked. Moreover, we seldom consciously acknowledge our ideals until they have been broken, at which point we then defend/resist, attack/argue or withdraw in order to punish those who violated our expectations, to protect ourselves or others and our ideals, from the perceived threat (Greenberger & Padesky).

**Statement of the Problem**

The purpose of this thesis is to explore and identify participant’s attitudes and variables that impact on the experience and expression of anger in women. Specifically, the study focuses on
how women experience and express anger; how women judge anger expression in other women; and whether there is a relationship between those variables. From a more general perspective the study aims to contribute to the current body of knowledge on the topic of women and anger; a topic, which has received limited attention in the research literature. A review of the literature on women’s anger underscores two major problems:

- The impact of gender socialization on the healthy expression of anger in women.
- A lack of research that focuses exclusively on issues related to women’s anger.

Both problems will be addressed in subsequent sections.

**The Consequences of Gender Socialization**

A key issue identified in the available research on women and anger, underscores the idea that women are socialized to believe that the direct expression of anger presents a threat to their relationships, and that such expression is judged by the larger society as unfeminine and undesirable (Jack, 2001; S.P. Thomas, 2002; S. P. Thomas, Smucker & Droppleman, 1998). Consequently, early in life women learn to shape their own form of anger expression based on how they perceive the appropriateness of responses given by other women in anger-inducing situations, and the adverse consequences that follow those responses. For instance a young girl may observe a woman being severely criticized and ostracized for expressing her anger openly and may vicariously learn that such expression of anger is not desirable. This vicarious form of learning is supported by the principles of social learning theory which suggests that people often learn behaviors by observing and modeling the behavior of others (Bandura, 1971; Bandura, Ross, & Ross, 1963). Studies have suggested, that in view of these socialization patterns women begin to understand early in their development the benefits of avoiding the direct expression of anger, a process that results in the diversion of their anger expression to indirect means such as: gossip (S. P. Thomas, 1993), intimacy avoidance (Potegal & Archer, 2004), depression (Jack,

**Research Questions**

This thesis aims to contribute to the knowledge base on women and anger by specifically addressing the following research questions:

- How do women judge the appropriateness of anger expression in other women?
- Is this view related to how women express anger themselves?

**Gaps in Current Anger Research**

Beside the role that gender socialization plays on shaping the expression of women’s anger, another issue that becomes clear when reviewing the research on this subject matter is the dearth of studies that focus exclusively on the topic of women and anger. While assessing the research literature on anger in general, González-Prendes (2007) reviewed several meta-analytic studies that encompassed a total of 148 separate empirical evaluations on the treatment of anger (R. Beck & Fernandez, 1998; DelVecchio & O’Leary, 2004; DiGiuseppe & Tafrate, 2003; Edmondson & Conger, 1996). This review has indicated that only two studies, both of them unpublished dissertations, focused exclusively on women’s anger. While the focus on women is lacking, another significant problem underscoring anger research has been its over-reliance on college student populations as the target of investigation (DiGiuseppe & Tafrate; Tafrate, Kassinove, & Dundin, 2002). According to González-Prendes (2007) such over-reliance on college student populations poses serious limitation to the generalizability of those findings to community-based samples. The lack of attention received for the study of women’s anger was underscored by S.P. Thomas (2005) who while reflecting on 15 years of anger research reported that the number of individuals researching women and anger is so small everyone knows one another.

Although anger research studies generally have included some percentage of women and other minorities in their samples, there is a dearth of studies that have focused exclusively either
on women in general or minority women in particular. This gap in the research literature has resulted in a relative lack of empirical evidence as to how women experience and express anger, as well as on identifying effective methods of treating anger in women. Nonetheless, the available literature suggests that gender socialization shapes the development of women’s anger expression styles (Eatough, Smith & Shaw, 2008; S. A. Thomas, & González-Prendes, 2009; S. P. Thomas, 2005). One aspect that becomes clear as one explores the literature on women and anger is that there is a need for additional research to illuminate theoretical processes, individual characteristics and other variables associated with women’s anger. Such information will add to the body of knowledge related to this subject and contribute to a clearer understanding of women’s anger. For the purpose of this thesis the focus is on trying to understand how women judge the appropriateness of other women’s anger expression and how that process may relate to the way a woman expresses her own anger.

Another point of consideration relevant to current research on women’s anger is that anger research in general has a stronger focus on externalizing behaviors such as aggression and violence, than on internalizing behaviors (i.e. physical manifestations, passive-aggressiveness, gossip, manipulativeness, substance use, etc.) (Cox, Van Velsor & Hulgus, 2004; Jack, 2001; S. P. Thomas, 2005). Why is this issue a concern? Because as previously noted, the literature on the expression of women’s anger lends support to the idea that women commonly avoid the direct expression of anger and instead divert anger into covert forms of internalization rather than overt forms of externalization (Eatough, Smith & Shaw, 2008; Cox et al., 2004; Cox, Stabb & Bruckner, 1999; Walker, Richardson & Green, 2000). Consequently, if externalizing behaviors are made the primary target of anger research, that process would ignore and not provide an accurate understanding and measure of women’s experience and expression of anger, their perception of anger, and as it will be illustrated later in this chapter, the health risks women face
Healthy vs. Unhealthy Anger

Although there are many costs to unhealthy anger, the experience of anger in itself is neither right nor wrong. Anger when experienced in a healthy manner helps the individual mobilize psychological, behavioral, and cognitive capacities to address and correct a problem. In such instance anger is experienced with manageable levels of internal excitation that allows for pro-social anger expression (i.e. clear, direct and appropriately assertive communication) that helps address and correct an unwanted situation (DiGiuseppe, 1995). In such cases anger becomes a healthy, functional and adaptive emotional tool. As an emotional barometer healthy anger alerts the individual that something is wrong, that an injustice has occurred and that appropriate action needs to be taken. Positive healthy anger has been responsible for many areas of social change. For example, slavery was an injustice, which prompted the upheaval, which lead to the Emancipation Proclamation United States (Lincoln, 1863). The anger people felt about the unjust treatment of African Americans prompted change and eventually emancipation. Without anger as a motivating force for social change we may not enjoy many of the social privileges that we have today.

Anger as a universal emotion has both its costs and benefits. It is often easy to see the negative costs of anger and consequently erroneously label anger as an entirely unhealthy emotion. According to Ellis (2003) the costs of anger may include damage to interpersonal relationships as well as to workplace relationships or employment in general. The unhealthy experience of anger appears to be influenced by cognitive factors that include the believe that one has been singled out purposefully to be the recipient of mistreatment, injustice or unfairness; the tendency to externalize blame for one’s setbacks and misfortunes; the use of rigid and demanding code of rules that are used to appraise the behaviors of others; and the propensity to condemn or
frame in negative, dehumanizing and derogatory labels those who are perceived to be the transgressors (Deffenbacher, 1999; González-Prendes, 2007; Kassinove, 1995.) The unhealthy expression of anger may appear in a variety of self-defeating and detrimental responses including violence, suppression and/or internalization of the emotion, and verbal aggression to name a few (Greenberger & Padesky, 1995). Additionally, the maladaptive expression of anger leads society to incur a high cost due to the ramifications of violence as well as the physical health consequences associated with anger. This cost will be further discussed in the following section.

How Anger is a Problem

Anger and Violence

Although not all violent and aggressive behavior is motivated by anger, one could argue that anger is a significant emotional trigger that often precedes violent behavior. Norlander and Eckhardt (2005) argue that anger is not only a significant factor in episodes of interpersonal violence, but moreover anger is a characteristic of perpetrators of interpersonal violence. The cost of violence annually in the United States is overwhelming. Every minute 55 people are treated for violence-related injuries in hospital emergency rooms, let alone the injuries that are treated in clinics and in private homes (Corso, Mercy, Simon, Finkelstein, & Miller, 2007). Countless programs are put in place to stop child bullying, intimate partner violence, rape, child molestation, hate crimes, and homicide. In 2007 there were 860,853 aggravated assaults in the United States, which does not include all of the many murders, rapes, hate crimes and child abuse occurring on a daily basis (U.S. Department of Justice, Federal Bureau of Investigation, 2007). Violence in the U.S.A. is linked to 50,000 deaths and 2.5 million injuries per year (Corso et al.). Of the 50,000 deaths 16,800 were homicides, which are often anger driven (Howells, 2004; Corso et al.). Howells explains how anger has been linked as an antecedent to child abuse, spousal abuse, homicide and many sexual offences including child sexual abuse. Corso et al.
found when researching violence related injuries and fatalities including suicide, homicide, interpersonal violence etc. that the annual cost of violence in the U.S. is $70 billion in medical bills and loss of productivity. In a study conducted on male perpetrators of interpersonal violence Eckhardt, Barbour and Davison (1998) found that men with the highest frequency of intimate partner abuse, and the highest severity of violent behavior, also had the highest levels of anger arousal and irrational beliefs associated with inducing anger, as opposed to nonviolent marital partners. Furthermore, Flemke (2009) found women who were incarcerated as perpetrators of intimate partner violence also had high levels of anger and rage. This illustrates that some women do express anger through aggression. Furthermore, women’s rage and anger expression were linked with previous learning associated with victimizations of sexual assault or physical violence. Thus, anger resulting in violence has high costs for Americans.

However, as previously discussed not all aggressive-violent behavior is driven by anger, and anger does not necessarily have to be present in order for violent behavior to occur. Violent and aggressive behavior is routinely exhibited in some sporting events (e.g. football, boxing), and as Howells (2004) suggests individuals deemed psychopathic (i.e. most serial killers) may engage in violence in a routine and emotionally disconnected manner unrelated to the emotion of anger.

**Anger and Health**

As previously discussed gender socialization messages may prompt women to engage in more “socially acceptable” although unhealthy, self-defeating, and maladaptive forms of anger expression. Munhall (1993) suggests that due to the influence of gender-based messages as to what it means to be a woman, and the negative views of society towards angry women, women often will divert their anger into other more “socially acceptable” pathologies such as substance abuse. Furthermore, the maladaptive experience and expression of anger may lead some women to internalize their aggression resulting in unhealthy and uncomfortable physiological sensations.
Female participants, in S.P. Thomas et al.’s study on women’s anger (2005) reported experiencing much of their anger sensations within their bodies stating that they felt anger in their necks, they gritted their teeth and jaws, and reported feeling like their heads will explode.

While reviewing adverse health consequences associated with anger, S. A. Thomas and González-Prendes (2009) suggested that anger is a significant internal stressor that has been associated with health conditions such as heart attacks, coronary heart disease, hypertension, and obesity among others. According to Powch and Houston (1996) a study of 109 women found that when women tested high in levels of antagonism, cynicism, mistrust, disagreeability, manipulation, and uncooperativeness—all examples of anger internalization—they showed elevated heart rates and systolic rates which placed them at a higher risk for cardio-vascular problems than women who did not internalize anger. Women who exhibited anger externalizing behaviors such as violence and aggression did not show higher risk factors for cardio-vascular problems. Conversely men who externalize anger through aggression present a higher risk for heart problems. Women also have been found to respond differently to the treatment of anger and hostility. Kamarack et al. (2009) have studied the link between serotonin function in the human brain and hostility, and the relationship of hostility with coronary heart disease. Relative to women, the researchers report that women who were treated with selective serotonin reuptake inhibitors (SSRIs) reported decreased hostile affect and aggressive behaviors as well as increased feelings of perceived social support. These findings were not found in men. The researchers hypothesize that the differences that men and women exhibit in the expression of hostile behavior related to heart disease, and the differences in treatment outcomes with SSRI’s are due to gender socialization (Kamarak et al, 2009). Furthermore, Kamarack et al. (2009) discovered a decrease in physical aggressive behaviors in women with the treatment of citalopram—an SSRI—, whereas men only demonstrated a decrease in verbal aggression. The authors posit this difference in
medication responsiveness to women’s verbal and physical behavior being more closely linked in cognitions and thus gender socialization.

Finally, Jack (2001) found that women were more likely to be angered due to relationship factors; particularly intimate partner relationships; however, women often self-silence due to the fear of losing their relationships if they express their anger. Regrettably, self-silencing has been shown to have many negative consequences for women’s physical and psychological health such as: depression (Duarte & Thompson, 1999; Gratch, Basset & Attra, 1995; Jack, 1991, 1999; Jack & Dill, 1992; Page, Stevens & Galvin, 1996; Penza, Riess & Scott, 1997; Thompson, 1995; Whisman et al., 1997), eating disorders (Cawood, 1998), anxiety and irritable bowel syndrome—which is a form of anxiety (Ali et al., 2000).

However, not all anger expression results in negative physical consequences. Harmon-Jones, and Allen (1998) found that anger manifestations activate left frontal brain functions, evolutionarily associated with positive socially proactive behaviors (Fox, 1994). Porges, Doussard-Rousevelt, and Mati (1994) have posited that anger is an evolutionary tool that when used effectively can help the human organism to defend itself, and protect its’ system from entering a fight or flight state of fear and anxiety which results in many of the damaging effects on the body mentioned previously. Therefore, it would seem that those women who divert their expression of anger would benefit, physically and psychologically, from learning to express their anger in a more direct, assertive and socially appropriate manner. Consequently, as previously indicated there is a need for additional research to shed a light on client characteristics and other variables that impact upon the experience and expression of anger in women, thus contributing to a more accurate understanding and conceptualization of women’s anger, and to the formulation of effective strategies to help women learn how to express their anger in healthier and pro-social ways.
Conclusion

In conclusion, Chapter one aimed to introduce current definitions of anger suggested by leaders in the field of anger research; establish the current problems associated with the study of women’s anger; introduce the concept of gender socialization and anger expression in women and underscore the adverse consequences of such phenomenon; establish the purpose and research questions that give impetus to this thesis; highlight the gaps in the current research literature on women and anger; explain the difference between healthy and unhealthy anger; and present an overview of the negative impact of maladaptive anger expression on individuals and society. Chapter two will provide an in depth discussion of the theories that contribute to this study and further review of the literature on anger, specifically women’s anger.
Chapter Two

Introduction

The purpose of this chapter is to highlight the philosophical underpinnings of the thesis, and the research that supports these philosophies. This chapter will explain the philosophies of women and anger diversion, social learning theory, gender socialization, cognitive behavioral-theory (CBT), and other literature in relation to women’s anger.

Philosophy

Women and Anger Diversion

As discussed in the previous chapter in their theory of women’s anger diversion Cox and St. Clair (2005) and Cox, Van Velsor and Hulgus (2004) propose that in order to reduce the internal distress associated with the experience of anger; women tend to use four anger diversion tactics:

- Anger containment – restraining anger to a covert state causing a physical response such as; stomach problems, headaches, rapid heart rate, and shallow breathing. The physical response may be prolonged as the emotion remains active even though it is not on display.
- Anger internalization – denial, repression and suppression of anger, guilt about being angry, self-punishment, and self-hate. Reallocating blame unto themselves and may then deny themselves pleasurable things as a means of self-punishment for being angry.
- Anger segmentation – dissociation of anger existence believing that anger is petty and useless, disliking anger expression in themselves or others, may appear in combination with unrecognized hostile behaviors such as gossip.
- Anger externalization – aggression without acknowledging ownership of the anger as the person’s own emotion or the damaging impact the anger has on relationships. Often anger
is displaced to a less powerful entity or person. When externalizing anger the emotion is blamed on someone or something else (e.g. it is your fault I am so angry). The individual does not recognize the un-comfortableness of her own anger.

In line with Cox and St. Clair (2005) and Cox et al. (2004) anger-diversion theory, maladaptive diversions of anger have been linked to self-cutting, (Abu-Madini & Rahim, 2001; Matsumoto et al., 2004), bulimia (Meyer et al., 2005), and alcohol or drug use (Gilbert, Gilbert, & Schultz, 1998; Larimer, Palmer, & Marlatt, 1999). Similarly, unhealthy expressions of anger have been associated with physiological problems such as irritable bowel syndrome (Ali et al., 2000), eating disorders (Cawood, 1998), obesity (Ricca et al. 2009), and cardio-vascular disease (Kamarack et al., 2009). As such, anger diversion is a covert means of anger expression which women use to decrease their internal anxiety over having angry feelings. Although such anger diversion may indeed provide some immediate relief from anxiety, the long-term effects of maladaptive anger expression may result in adverse physical and psychological consequences.

Social Learning Theory

Social learning theory (Bandura 1977; 1986) suggests that people learn through observing and mimicking behaviors modeled by other individuals. Furthermore, individuals learn to promote or inhibit behaviors by observing consequences others receive while engaging in different behaviors. Response consequences, in accordance with Bandura (1977) and social learning theory, serve as motivators strengthening the automatic behavioral response; ideally only behaviors seen to have delivered positive response consequences are selected.

Social Learning Theory and Anger

In the framework of this thesis, social learning theory (SLT) is used to explain how women’s perceptions and expressions of anger are based on prior learning. SLT deduces that women have the biological capacity for both anger experience and expression (Bandura, 1977).
Using SLT as a theoretical framework, one would then argue that anger expression styles are learned. That is, situations must occur which trigger an angry reaction expression, and the expression style of such reaction is then reinforced not only by the attainment or lack of attainment of the anticipated outcomes, but also by the overt or covert societal feedback received by the individual on the appropriateness of such response. SLT also suggests that such process of reinforcement and assimilation of a behavior can be accomplished not only from the individual’s direct involvement in the situation, but also it can be learned vicariously through the process of observation (Bandura 1977; 1986). Therefore, in accordance with SLT, women’s perception of other women’s anger expression style would be founded on prior learning that took place from observing how women expressed their anger, and the reinforcement and consequences that those women experienced as a result of their anger expression.

SLT has been used to explain the acquisition of gender stereotypes. In a theoretical discussion on the association between cognitions and the formation of gender stereotypes, Hoffman and Pasley (1998) explain how prior learning about how men and women behave socially influences perceptions of behavior. For example, if prior learning depicts women as behaving kind and gentle, and not aggressive and she behaves aggressively she will be judged in a harsh context. But, if prior learning had depicted women as behaving aggressively she would have been less likely to be judged negatively. Instead, her behavior would have been viewed as normal. Hoffman and Pasley posit that gender stereotypes affect the way people cognitively frame social interactions. Thus, these stereotypes are used to judge and predict others behavior.

SLT has also been used to explain how stereotypes are used cognitively to help individuals interpret their social world. Cowan and Ullman (2006) constructed an empirical study of 464 college women to assess how women’s belief in socially-constructed stereotypes of women; the women’s own level of self-worth; and the overall intensity of their experience of anger impact
their expression of hostility toward other women. Cowan and Ullman found that hostile women project their feeling of self-inadequacy unto other women. Also, the authors suggest that women with high levels of hostility and high tendency to stereotype often blame other women for their oppression. The authors suggest that it is easier to scapegoat an oppressed population (i.e. women) than to look at the cause for oppression rooted in a patriarchal system. Cowan and Ullman’s suggestions seem to fall in line with SLT which holds that stereotypes help individuals cognitively predict and judge their social world (Bandura, 1977). For women, having a tendency to stereotype other women leads to hostility towards those women. Cowan and Ullman suggests that this tendency to stereotype can be damaging to the women’s relationship with other women and it is also negatively correlated with the women’s sense of self.

When it comes to the expression of anger in girls there seems an increase in the use of aggression and violence to express anger. Snethen and Van Puymbroeck (2008) conducted a theoretical analysis of the increase in violence in girls using SLT. The authors suggest that the increased aggression in girls, including physical aggression, is related to western societies increased acceptance of girls and women as both socially and physically powerful, as well as to an increase in acceptance of displays of violence from girls and women.” Snethen and Van Puymbroeck suggest that women learn anger expression styles from models and reinforcement within society starting in childhood. Snethen and Van Puymbroeck discussed treatment options for aggressive girls with SLT as a theoretical basis for treatment. Thus, if girls are learning to express their anger through aggression and violence it is due to their witnessing aggressive and violent behavior and the reinforcement of such behavior. Therefore, the authors suggest that the pattern of modeling and reinforcement for desired anger expression styles must change.
Based on the prior discussion one could argue that anger expression is a learned behavior, often taught overtly or covertly by parents or other significant figures in a child’s life. Along these lines, Conger, Neppl, Kim & Scaramella (2003) conducted a longitudinal study on the social learning of anger across three generations. There were a total of 150 participants included in the analyses, 26 men, 49 women, comprised of parents and their mothers (grandmothers), and 47 boys and 28 girls (children). Participants were assessed using interviews, questionnaires, and direct observation of task behavior. Initially grandparents were observed interacting with their own children. Then, five to seven years later these children, now as adults, were observed interacting with their own children, (i.e. the initial parent’s grandchildren). Conger and colleagues found a correlation between the grandparents’ aggressive parenting style and their children’s aggressive parenting style. The researchers also reported a link between parent’s aggressive parenting style and children’s display of aggression towards parents and others (i.e. at school). However, there was no correlation between grandparent’s aggressive parenting style and grandchildren’s aggressive behavior if the grandchildren’s parents did not have an aggressive parenting style. Thus, only behaviors learned through the parent-child interaction affected the level of aggression displayed by all individuals. Therefore, the study suggests that aggressive behavior can be passed on through the generations; however, learned aggression may be stopped if parenting styles are changed. Thus, behaviors can be intergenerational, but they must be modeled and reinforced directly in order for styles of interaction or in this case aggression to be learned and displayed.

**Gender Socialization**

One assertion that the available literature on women’s anger appears to support is the notion that for women the expression of emotions in general and of anger in particular is influenced by gender socialization (Cox, Stabb, & Bruckner, 1999; Hatch & Forgays, 2001; Jack,
As suggested by Ohbuchi, et al. (2004) culture and societal norms dictate how the genders are socialized and thus shape a women’s development of interpersonal relations and emotional expression, including anger expression.

According to Hatch and Forgays (2001) women are socialized to be more cognizant of others’ emotional reactions in order to preserve interpersonal relations. S. P. Thomas, (1993) suggests that this is due to women’s socialized dependence on interpersonal relationships for self-worth, social status, and in some cases basic necessities. Thus, women’s anger is often triggered by relationship factors such as: arguments with family or friends, feelings of being taken advantage of by a spouse, or vicarious stress, for example feeling angry at her husband’s boss for yelling at her husband (Campbell & Muncer 1994, 2008; Cox et al. 1999; S.P. Thomas, 1993, 1995, 2005). Accordingly, women will often display anger in a manner that they deem will safeguard and preserve their interpersonal relationships (Burleson & Samter, 1994; Miller & Surrey, 1997). In fact, S.P. Thomas (1993) in a sample of 535 women found that only 9% of women would express their anger directly to the individual by whom they feel they were provoked. Consequently, women are less likely to use assertive forms of anger expression as a tool in goal attainment, and more likely to divert anger into more covert means (Cox, et al. 2004).

Furthering the discussion on the association between interpersonal relationships and emotional expression in women, Jack (1991) explains how women are taught to view men as stronger and more important figures in relationships, and to view themselves as a helper to their partner. As a result, when their husbands do not fully fulfill their roles as the ever-capable providers and decision-makers, women may feel their sense of security is threatened and experience a subjective feeling of powerlessness. For some women this sense of powerlessness may manifest itself in the belief of having little or no control over the causes of and solutions to their problems (S.A. Thomas & González-Prendes, 2009.)
While discussing the dynamics of women’s anger, some authors have suggested that a feeling of powerlessness seems to be a common precursor that underscores the experience of anger in women (Fields et al. 1998; S.P. Thomas, 2005). According to S. P. Thomas (1993) women feel their power is threatened when their competency is threatened. Therefore, when women feel their partner is behaving in an incompetent manner they feel powerless along several dimensions. First, a woman’s power may be threatened by the illumination of her own incompetency at having insufficient means (e.g. financial) to care for herself; second a woman may feel threatened by the hierarchical imbalance between her and her male partner, as men in western society are traditionally cast into the dominant role with greater financial power; and third a woman may feel powerless as the result of her inability to change or control the other person’s behavior (Thomas, S.A. & González-Prendes, 2009; Thomas, S.P., 1993, 1995, 2005).

Cognitive Behavioral-Theory

Cognitive-behavioral theory (CBT) (Beck 1976; Ellis, 1966) is a general theory that provides an understanding of human emotions and behaviors, and encompasses various models for theory and practice. The unifying principle of these models is the idea that cognitions in the form of judgments, attributions, appraisals, and meanings that one attaches to life situations are the prime determinant of one’s emotional and behavioral responses to such situations. That is, CBT postulates that the way individuals cognitively process events affects the way they respond both emotionally and behaviorally to such events. Therefore, understanding how individuals process information and environmental cues is a central component of understanding human emotional and behavioral responses. According to Dobson and Dobson (2009) all variations of cognitive-behavioral therapies are underscored by three fundamental assumptions or hypotheses: the access hypothesis which states that the content and processes of our thinking are knowable and accessible; the mediation hypothesis that posits that our thoughts mediate how we process
information and interpret events and thus respond to these events; and the *change hypothesis* that maintains that we can intentionally change how we respond to events by modifying how we think about or interpret those events. Dobson and Dobson’s mediation hypothesis suggests that the individual’s internal belief system mediates the interpretation and meaning that we attach to our experience. Consequently, CBT proposes that at times the content of our beliefs could be such (i.e. biased, rigid, unbalanced) that it may lead us to make erroneous interpretations of our experience, and thus respond in ways that are dysfunctional or inappropriate to the experience itself. These erroneous interpretations or “errors in thinking” are known as “cognitive distortions” (J. Beck, 1995). Therefore, cognitive theory assumes that by modifying one’s thinking in a more rational and realistic direction one can bring about symptom and emotional relief. (Reinecke & Clark, 2004). CBT makes use of cognitive and behavioral strategies to help individuals identify, evaluate and challenge, and reframe cognitive distortions that may underscore the dysfunctional thinking that in turn fuels dysfunctional emotional and behavioral responses.

**Cognitive Therapy**

One of the early models of cognitive-behavior theory was A. Beck’s cognitive theory (1972; 1976). In his theory Beck differentiates between various levels of thinking and their impact upon emotions and behaviors. At its most central core Beck identifies “core beliefs.” These beliefs are seen by the individual as absolute and definitive “truths” about the self, others, and the world. These core beliefs are shaped out of the person’s early experiences with his or her environment and subsequently may be reinforced by other experiences throughout the individual’s lifelong development. Beck also identifies a set of “intermediate beliefs” in the form of rules and assumptions that are influenced by the core beliefs and that serve to guide the individual’s behaviors. A third level of thinking is what Beck calls “automatic thoughts.” These are more immediate thoughts that surface “automatically” in response to specific situations or
events in a person’s life.

Another central aspect of cognitive-behavioral theory as posited in Dobson and Dobson’s (2009) change hypothesis is that these various levels of cognitions can be accessed and changed. This process of change, usually referred to as “cognitive restructuring”, generally consists of a systematic identification and evaluation of the targeted thought. Through this process the person learns to formulate more rational, realistic, and balanced ways of thinking about him/her, others and the world (J. Beck, 1995; Greenberger & Padesky, 1995).

**Rational-Emotive Behavior Therapy**

Rational-emotive behavior therapy (REBT) founded by Albert Ellis and part of the CBT approach is based on both rational therapy and theories of emotion (Ellis, 2003). Ellis described how humans are basically both rational and irrational creatures, and therefore their psychological disturbances are founded in distorted or irrational thinking (2003). Furthermore, Ellis asserts that it is not uncommon to want things in life and to be frustrated when desires are not met. However, it is the shift in rational desire to irrational *demandingness*, which changes the view of wants and needs thus causing psychological disturbance when unmet wants are viewed as unmet needs. Furthermore, individuals who experience this cognitive distortion of needs and wants are prone to experience and express unhealthy anger when their demands are not met (Ellis, 2003). Ellis suggested that irrational demands are at the core of most emotional disturbances.

One of the central aspects of Ellis’ REBT theory is the ABC model (1997; 2003). In this model “A” represents an antecedent or trigger event; B represents the person’s beliefs that are connected to the particular event; and C is the emotional or behavioral consequences that are derived from the individual’s beliefs about the event. Thus, a situation or activating event occurs “A”; the individual then interprets the situation as positive or negative depending on his or her belief system “B”; and such interpretation engenders consequences, “C”, in the form of emotional
REBT conceives that sensing, behaving, emoting, and thinking - the four fundamental life processes - are not separate, but work in conjunction of one another (Ellis, 2003). In addition, life processes work together modulating how each of the processes functions as each one affects the other in turn (Ellis, 1997). For example if a woman tastes something she enjoys, she then continues to eat, feels good, and cognitively reacts to this process by thinking about it or the calories involved in the dessert at a later time.

**Albert Ellis’ Views on Anger**

Ellis (2003) conceived the emotion of anger as arising out of four irrational beliefs. These are:

“How awful for you to have treated me so unfairly.”

“I can’t stand you treating me in such and irresponsible and unjust manner.”

“You absolutely should not, must not behave that way towards me.”

Because you have acted in that manner towards me, I see you as a terrible person who deserves nothing good in life, and should be punished for treating me so badly.” (p.17)

These four beliefs underscore various forms of irrational thinking that contribute to the experience of anger. These are: first, “personalization”, the individual’s belief that he or she is selectively targeted to be the recipient of unjust or unfair treatment; second; “demandingness”, the inability or unwillingness to accept reality as is, an attitude manifested in irrational demands (i.e. “should”, “must”, “ought to”, etc.) for certain forms of treatment or actions; third, “other-condemnation” a process by which the angry person attaches derogatory and dehumanizing labels to a perceived “transgressor”, or those who fail to adhere to the individual’s demands. Controlling anger, in accordance with Ellis (1997) entails detecting, discriminating, and debating irrational beliefs about anger in order to replace them with rational assumptions. Finally, Ellis
(1997) believed that when anger is utilized in healthy manner individuals can learn to cope with setbacks or even overcome adversity.

**Aaron Becks’ Views on Anger**

Aaron Beck suggests there are three main kinds of situations that trigger anger in people: direct attacks-intentional or unintentional; breach of social mores—laws, hypothetical threats, sub-par behavior; and violations of moral code (A. Beck, 1976). Furthermore, A. Beck (1976) asserts that after any of these situations occur, in order for the individual to become angry the individual must feel that the situation is serious and negative. Key cognitive mechanisms that contribute to the experience of anger also include egocentric perspective and dehumanizing labels (A. Beck, 1999). According to A. Beck, egocentric perspective is a cognitive distortion by which a person personalizes a situation, and is angered as the situation is viewed as a personal attack. Dehumanizing labels are derogatory, name-calling tags used to devalue the target of anger and make it less than human. This dehumanization is often used as justification for escalations of anger, cruelty and aggression toward such target. Moreover, A. Beck suggests that in order to engender anger the person must not see the situation or target of his or her anger as dangerous. Seeing the object of one’s anger as dangerous may engender more of a feeling of anxiety than of anger. A. Beck also posits that following a perceived transgression, if the person is to experience anger, such individual should be less concerned with any injury that has occurred, and more concerned with being wronged by the offender. In addition, if an individual feels the offense was accidental, well meaning, justified or that the transgressor is generally a good person, the individual is less likely to feel angry. Whereas, when a person feels the offense was intentional, unfair, malicious, by a person who is not well liked, or if he blames the offender the person is more likely to become angry (Beck, A. 1976). Beck A. (1999) suggests that by evaluating and reframing anger-inducing thoughts and beliefs, individuals can learn that may result in a healthier
and more pro-social experience and expression of their angry feelings.

**Other Views on Anger**

In accordance with the theoretical framework of CBT, the experience of anger follows several steps of cognitive processing. One such model is the Anger Coping Program developed by Lochman, Lampron, Gemmer, and Harris, and Lochman, FitzGerald, and Whitby (as cited in Lochman, Magee, & Pardini, 2004). In this model it is postulated that individuals first cognitively appraise the anger inducing problem, devise and evaluate a solution or response, and demonstrate physiological and behavioral reactions. The appraisal of a situation is affected by the individuals’ perceptions, which are influenced by related schemata, their biological state, physiological reactions, and possibly their interpersonal history with the person whom they believe has slighted them (i.e. the transgressor).

In the Social Information Processing Model, Dodge (as cited in Lochman, Magee, & Pardini, 2004) suggests that individuals process information in a sequential pattern that includes: encoding relevant social cues (through the five senses); interpreting those cues; devising solutions to concerns; evaluating possible solutions; choosing a solution; and enacting upon the chosen solution. Using Dodge’s theory one may surmise that the process of becoming angry may follow a similar sequence. First, individuals appraise and encode a social situation before having an emotional reaction. It is the individuals’ perception of the situation that causes the emotional reaction. Physiological responses are reactive to a person’s emotional triggers. The higher the level of physiological arousal the more intense a person believes they are feeling an emotion, which then affects their solution generation. According to Lochman, Magee, and Pardini it has been demonstrated that aggressive children show deficits in their ability to encode and interpret social cues and generate appropriate solutions. These deficits were related to having been raised in an aggressive environment, and learning to favor encoding and processing aggressive content
for safety purposes. Moreover, in line with Lochman et al.’s suggestions, Greenberger and Padesky (1995) propose that certain types of events that trigger anger are based on an individual’s beliefs system, which is founded on prior learning. Thus, if an individual’s prior learning socialized them to believe that “it is better to get them before they get you”, they may in turn become hyper-vigilant to aggressive cues, fearing being taken advantage of or hurt if they are not always on guard. Thus the individual may respond to circumstances aggressively whether or not there is a threat present.

Another cognitive-based conceptual model for anger was put forth by Deffenbacher (1999). In this conceptual model Deffenbacher suggests that the intensity of the experience of anger is likely to increase if the person judges the adversity or setback as having been unjustified or unwarranted, purposeful (i.e. intentionally caused by the transgressor), preventable, and blame-worthy. The presence of each of these mechanisms is likely to increase the intensity of emotion. Deffenbacher goes on to suggest that other appraisals that contribute to the experience of anger are the individual’s belief in his or her coping resources to deal with the event, and the idea that he or she “should” not have to be subjected to such experience. This last appraisal reflects a level of demandingness that falls in line with the role that Ellis (1997; 2003) ascribes to rigid demands (i.e. “should statements”) in the formation and maintenance of unhealthy anger.

Greenberger and Padesky (1995) suggest that when individuals are able to verbalize the source of their anger, it is found that generally anger stems from the presumption that core values have been broken, the situation is unfair, the situation is hurtful or the situation is not up to expectations. Consequently, as each individual has a different biological and interpersonal history each individual becomes angered, and expresses anger in a different manner. Often, regarding women in particular, anger is directed towards individuals who are well known, predominantly family members, close friends, and most frequently intimate partners (Greenberger & Padesky; S.
Women’s anger is more often generated by interpersonal interactions as women are socialized to place a high value on interpersonal relationships (Cox et al., 1999).

Anger management treatment often focuses on individual’s cognitive distortions, cognitive restructuring and learning and applying behavioral skills such as: assertiveness, emotion differentiation etc. (Day & Howells, 2008; Deffenbacher, 1999; Deffenbacher et al., 2000, R. Beck & Fernandez, 1998; Greenberger & Padesky; Reinecke & Clark, 2004). Day and Howells (2008) found that individuals who are prone to aggressive, violent behavior often appraise situations to be higher level threats than those who are less aggressive. These individuals are more likely to take the perspective that the other person in the situation is being malevolent towards them, as opposed to attributing the circumstance to the situation in general or chance. Anger management programs address perspective-taking in many ways including the use of CBT to change cognitive distortions such as blaming others and adopting a higher sense of responsibility for one’s emotions (R. Beck & Fernandez, 1998; Day & Howells, 2008; Deffenbacher et al. 1996; Greenberger & Padesky, 1995; Reinecke & Clark, 2004).

Yet, as it was discussed in the previous chapter, women are found to internalize anger at higher frequencies than men. Therefore, in view of this critical difference in anger expression it would seem important to learn more about women’s perspectives on anger. Such knowledge would help in evaluating how women’s perspectives impact their expression of anger and anger management treatment.

**Women and Anger**

Research on women’s anger has been sparse until recently. However, research comparing the difference between women’s and men’s anger has been given more attention. Studies have shown that no gender dominates the experience of anger and that women experience anger as often as men (Avrill, 1983; Buntaine & Costenbader, 1997; Hatch & Forgays, 2001; Healy, 1998;
Lively, 2008). However, how women cope with their anger, either through expression or suppression, differs from men as women and men are socialized differently in what is deemed to be, for each gender, a “socially acceptable” manner to express emotions in general and anger in particular (Campbell & Muncer, 2008; Campbell, Muncer & Coyle, 1992; Hatch & Forgays, 2001; Lively, 2008; Mills & Rubin, 1992; Potegal & Archer, 2004). As explained in Chapter One gender socialization impacts how women view the appropriateness of the experience of anger and the ways by which women express anger. Due to different socialization processes women are more emotionally expressive in areas surrounding all emotions except anger, whereas, men are socialized to convey all negative emotions through anger expression (Lively, 2008; Sharkin, 1993). This section will focus on women’s anger expression, suppression, and the impact of trauma and powerlessness.

Women’s expression of anger is both covert and overt. When women express their anger overtly they are met with social consequences which devalue the expression of anger in women (Cox, Stabb & Hulgus, 2000). Hatch and Forgays (2001) argue that from early on in life girls begin receiving explicit and implicit messages that tell them that anger expression may result in adverse social consequences (i.e. rejection) and emotional distress. These negative social consequences are not only provided by males, but also frequently come from other women. Mills and Rubin (1992) found mothers are more disapproving of anger expression in their female children than male children. Furthermore, Perry, Perry, and Weiss (1989) in a study of 120 children that included 15 boys and 15 girls from each grade from fourth to seventh, found that girls as young as 5 years of age already know that aggression is less acceptable for girls and will result more often in punishment. Cowan and Ullman (2006) conducted a study to evaluate in-group rejection among women. The authors define “in-group” as behavioral interactions towards women by women. The study included 464 women and the results suggested women’s perception
of other women is dependent on their internalization of gender roles, and their level of self-esteem. The authors suggest that if a woman has low self-esteem she may project her negative self-views unto other women, and thus becomes more hostile in judging other women. Furthermore, Cowan and Ullman suggest that women who internalize patriarchal gender roles of women are more likely to judge women who do not follow gender stereotypes in a harsher light then women who do not internalize patriarchal gender norms.

Nonetheless, some women on occasion will express their anger through aggression and externalization, although this happens less frequently than through anger internalization (Eatough et al., 2008). However, women’s aggression is most often directed at a target that is more vulnerable than the original anger-provoking trigger (i.e. yelling at their kids when their husbands are the true targets of their anger) (S. P. Thomas, 1993). Women’s aggression is more likely to manifest itself within the context of interpersonal relationships with family members; however, on such occasions verbal aggression is far more likely to take place than physical aggression (Eatough et al., 2008). In summary, according to the available literature although anger externalization is a form of anger expression in women, anger suppression and diversion seem to be more common practice.

In accordance with the previously discussed theory of anger diversion (Cox et al., 2004), women often attempt to eliminate the experience of anger, resulting instead in the anger being suppressed and then expressed by indirect means with detrimental results. Munhall (1993) in a phenomenological study of the experience of women’s anger suggested that when women repress anger the anger is then diverted to other means of expression such as: substance abuse, self-injury, anxiety disorders and physiological problems. Munhall suggests that due to their socialization experiences women often find their anger to be unacceptable and as such let it go unrecognized. What this means is that when women experience anger it is often left in silence
and not acknowledged. The anger, however, is then transformed into more “acceptable” pathologies such as psychosomatic problems (i.e. headaches, gastro-intestinal problems, and obesity among others); emotional dysfunction (i.e. depression, guilt, powerlessness, self-hatred, etc.); or behavioral problems (i.e. substance abuse and self-injury). Once that the anger has been transformed into a more “socially acceptable” pathology then that pathology, not the anger, is treated. The anger goes unresolved and untreated and the previously treated pathology is bound to return; thus creating a vicious cycle.

According to Lemkau and Landau (1986) women are socialized to place interpersonal relationships before their own needs fearing anger expression will hurt their relationships. Moreover, in the need to preserve interpersonal relationships women mask their anger with depression - a more “socially acceptable” way for women to express their emotions than through anger (Gorden & Allen, 1990; Jack, 1999, 2001). Anger repression in women may also serve the purpose of survival and adaptability by avoiding the possibility of violence and trauma that the woman may experience if she expresses her anger directly. Women who express their anger, particularly in aggressive forms are more likely to be subjected to violent repercussions than women who repress their anger (World Report on Violence and Health, 2002).

Anger and Trauma

Women are over-represented as victims of domestic violence and sexual assault. According to the U.S. Department of Justice (2000) 25% of women and 7.6% of men will be raped by an intimate partner in their lifetime; furthermore, women are more likely to be victims of sexual violence than men: 78% of the victims of rape and sexual assault are women and 22% are men. Thus, women have a higher chance of experiencing sexual trauma, which then has an impact in the way women process and express anger. Flemke (2009) interviewed 37 female prison inmates to research how women’s past trauma experiences had an impact on their current rage. In
acCORDANCE WITH THE CBT PRINCIPLES STATED EARLIER, FLEMKE FOUND THAT THE WAY WOMEN PROCESS EARLIER TRAUMA HAS AN IMPACT ON HOW THEY PROCESS AND ACT UPON ANGER-PROVOKING SITUATIONS IN GENERAL, AND RAGE-PROVOKING SITUATIONS IN PARTICULAR. ACCORDING TO FLEMKE THE BRAIN DOES NOT ENCODE TRAUMA-RELATED MEMORIES IN THE SAME MANNER AS OTHER MEMORIES. THE AUTHOR SUGGESTS THAT TRAUMA MEMORIES ARE STORED IN THE RIGHT HEMISPHERE OR EMOTIONAL SIDE OF THE BRAIN. SINCE THESE TRAUMA MEMORIES ARE NOT STORED IN THE LEFT HEMISPHERE WITH ACCESS TO LOGICAL AND VERBAL PROCESSING, TRAUMA VICTIMS BECOME UNABLE TO PROCESS THEIR TRAUMA MEMORY APPROPRIATELY.

MOREOVER, ACCORDING TO FLEMKE, WHEN THESE MEMORIES ARE ELICITED THE TRAUMA VICTIM MAY BECOME ENRAGED AT THE PRESENT SITUATION OR PERSON REGARDLESS OF WHETHER THEY WERE THE TRAUMA-INDUCING INDIVIDUAL FROM THE PAST. HENCE, PRIOR EXPERIENCES INFLUENCE THE WAY WOMEN RESPOND TO ANGER-INDUCING SITUATIONS IN PRESENT DAY. WOMEN HAVE A HIGHER CHANCE OF EXPERIENCING SEXUAL TRAUMA DUE TO POWER DISCREPANCIES BETWEEN MEN AND WOMEN IN NORTH AMERICA’S PATRIARCHAL SYSTEM.

ANGER AND POWERLESSNESS IN WOMEN

Powerlessness is an important component in the process of women’s anger. Power or the lack of power in women’s lives has been a key concept linked to feelings of anger in women (S. P. Thomas, 1993; S. A. Thomas, & González-Prendes, 2009.) Goodrich as cited in S.P. Thomas, 1993) defines power as; “the capacity to gain whatever resources are necessary in order to remove oneself from a condition of oppression, to guarantee one’s ability to perform, and to affect not only one’s circumstances but also more general circumstances outside one’s surroundings” (p. 74). S. A. Thomas, & González-Prendes (2009) discuss how feelings of powerlessness arise from perceived lack of control over to solutions to address problematic situations. Furthermore, women who exhibit higher levels of optimism and feelings of control have been found to exhibit lower levels of trait anger and less emotional distress (Grote, Bledsoe, Larkin, Lemay & Brown, 2007). S. P. Thomas (1993) explains how feelings of powerlessness are
derived from three areas: feelings of competency or having sufficient means, feelings of effectiveness or producing desired outcomes, and feelings of capability or having the necessary ability required to complete tasks. All three areas are found to contribute to anger triggers in the intrapersonal, interpersonal, and extra personal realms of women’s lives.

Women express their anger in various forms depending on the power deferential between herself and the object of her anger (Cox et al., 1999.) Cox’s continues to explain how women feel safer expressing their anger to peers whether co-workers or friends, and feel safest in expressing anger to those whom they consider to be equals to themselves that is of a similar job description and of the same ethnicity. In their discussion on women and anger Cox et al. (1999) suggest that women reported feeling unable to express anger to those who were above them in hierarchical status such as; teachers or bosses. Moreover, several women stated they felt that expressing anger with their husbands was difficult as they felt their husband did not listen to their complaints. However, women who earned as much money or more money than their husbands felt they had more power in their relationship and their financial contribution to the relationship forced their husband to listen.

S. P. Thomas (2005) in her review of 15 years of her own studies on women’s anger found that women are often angry due to feelings of powerlessness related to vicarious stress. Thus, women most frequently become angry due to feelings of powerlessness related to the inability to fix a troubling situation for their loved ones such as; a daughter’s pregnancy, a friend’s job loss, or a husband’s frustration with his boss. Likewise, women often view family members and close friends as frequent precipitators of their anger (S. P. Thomas, 1993). The women in S.P. Thomas’ study (1993) list several reasons why their anger is often directed towards individuals with whom they are interpersonally affiliated, these reasons include: continual contact, higher motivation to change the other person’s behavior, and feeling comfortable getting angry with trusted loved
ones. Consequently, women feel they have more power in interpersonal relationships. Furthermore, women feel larger threats to power and stability in interpersonal relationships, and are therefore more apt to become angry and express anger with these individuals.

In the workplace women are often faced with being undervalued for their work by being underpaid and receiving fewer promotions than their male counterparts (S. P. Thomas, 1993). This is evidenced in the 2005 U.S. Census data, which states that women with graduate degrees make 67% of men’s earnings with equal education. Furthermore, women in the workforce report that they are judged on their ability to act like men as opposed to honoring their perspectives as women (S. P. Thomas, S.P. 1993). S. P. Thomas, goes on to suggest that women in managerial positions feel they have to work harder than men to prove that they are competent in their current positions, or competent enough for promotions. Thus, women are continually fighting the still persistent gender stereotype that women belong in the home and not in the workforce. This inequity in access to better jobs due to stereotypes affects women’s feelings of competency in being able to make the necessary funds, and their feelings of competency on the job (S. P. Thomas, S.P., 1993)

Moreover, as argued in S.A. Thomas and González-Prendes (2009) the power inequities that women face become more prominent to women of color; black women in particular. S.P. Thomas, (2005) also found that women in countries where gender roles are more pervasive than those of North America face larger discrimination in the workforce, and have a stronger tendency towards anger due to a lack of power in the workforce and in their personal relationships with men.

The internal experience of powerlessness is fueled by the woman’s perspective of having little or no control over problematic situations, which affect her life (S. A. Thomas, S.A. & González-Prendes 2009). Therefore, controllability of the solutions to problems contributes to
how powerful or powerless the woman may view herself. Women face socio-economic disparities related to levels of poverty, income, employment and positions of influence that may block their access to empowering resources, limit the availability of viable solutions to their problems, and thus contribute to their sense of powerlessness. Such powerlessness places women at a higher risk for experiencing stress and negative emotions including anger.

Summary

In summary this chapter discussed key elements in the theoretical and conceptual understanding of anger in general, and more specifically anger as experienced and expressed by women. The chapter discussed the influence of gender-role socialization on the way that women express anger, and the tendency towards anger-diversion away from its direct expression (Cox & St. Clair; 200; Cox, Van Velsor, & Hulgus; 2004). Significant gaps in the anger research literature were identified and discussed. Healthy anger was differentiated from unhealthy anger in terms of its cognitive and behavioral characteristics and also in terms of the outcomes associated with each. The chapter also included an overview of cognitive-behavioral theory and particularly cognitive-behavioral theories of anger underscoring the role of cognitions and other variables in the formation and maintenance of anger problems. The discussion also focused on the characteristics of the experience and expression of women’s anger, again underscoring the roles of socialization, diversion, trauma and powerlessness.

Conclusion

Chapter two reviewed the theoretical and empirical literature on anger in order to highlight the theoretical underpinnings of this thesis and present supporting research. This chapter discussed key theories that provide the conceptual framework for this thesis. These theories included: theory of anger diversion in women (Cox, Van Velsor and Hulgus, 2004), social learning theory (Bandura 1977; 1986; Hoffman and Pasley, 1998; Cowan and Ullman, 2006;
Snethen & Van Puymbroeck, 2008; Conger et al., 2002), gender socialization (Burleson &
Samter, 1994; Cox, Stabb, and Bruckner, 1999; Fields et al. 1998; Jack, 1991; Ohbuchi, et al.,
Beck, 1995; R. Beck & Fernandez, 1998; Day & Howells, 2008; Dobson & Dobson, 2009; Ellis,
2004). The discussion of the individual theories focused especially on those concepts and
variables that impact upon the experience and expression of anger in individuals in general, and
the experience and expression of anger in women in particular. Chapter three will discuss the
methodology used for the research study including: participants’ demographics, research design,
description and definition of variables, preliminary procedures, recruitment of participants, and a
description of the instruments (anger diversion vignettes and STAXI-2 (Spielberger, 1999).
Chapter Three

Methods

Research Methods

The research design employed is a cross-sectional survey/questionnaire approach. The survey was self-report and administered online. Participants recruited were women between the ages of 18-100 years old. Men were excluded from the study as the purpose of the research was to focus on how women gauge the appropriateness of anger expression in other women and how it relates to how they express anger themselves. Adolescents were also excluded from the study as adolescents are shown to have higher levels of anger and are developing their style of anger expression (Spielberger, 1999).

Recruitment for participants was done through a snippet (an advertisement on the University’s website) placed in Wayne State University Pipeline, and through the Wayne State University Blackboard e-mail system. Particular attention was paid to clubs and organizations geared towards diverse groups and mature students. Also, the study was advertised in Canada via Glengarda Child and Family Services e-mail system (to staff, volunteers, and interns) and the recruitment flyer (see Appendix A) was posted throughout the building. Glengarda is a not for profit organization servicing individuals, children and families with mental health concerns. Advertising was also done though Facebook where the principal investigator’s friends and family were sent e-mails including the internet information sheet (see Appendix C) and the link to the online survey. The recruitment flyer, Pipeline snippet, and e-mails through Glengarda and Facebook advertised the womansanger@live.com e-mail that participants were asked to e-mail if they were interested in participating in the study. Once an e-mail confirming participant interest was received the principal investigator e-mailed prospective participants the studies information sheet, and a link to take the study, hosted on Zoomerang.com. Snowball recruitment was
employed in both Canada and the United States whereby prospective participants were asked to forward the study’s information sheet and link to the survey to other women they knew between the ages of 18-100.

In order to begin data collection approval was granted from Wayne State University Human Investigations Committee (HIC) (see Appendix B), the University of Windsor in Windsor, Ontario, Canada, and Glengarda Child and Family Services.

**Hypothesis**

This study investigated women’s anger expression styles and how that relates to women’s perception of other women’s anger. The goal of this thesis is to determine how appropriate women gauge the expression of anger in other women, and whether this view is related to how women express anger themselves.

**Instrumentation**

An online survey, taking approximately 10-15 minutes to complete, was conducted at Zoomerang.com focusing on the research questions:

1) How do women gauge the appropriateness of anger expression in other women?

2) Is this view related to how women express anger themselves?

First, participants were asked to answer demographics questions (i.e. age, country of residence, level of education, employment status, marital status, religious affiliation, and race/ethnicity) (see Appendix E). Participants were asked to read a vignette (see Appendix E) depicting a scenario confronting a fictional female character followed by five possible responses. Four responses corresponded to the four tactics of anger diversion postulated by Cox et al. (2004) and a fifth choice illustrated an open and direct assertive response. After reading the vignette the participants read and rated each of the responses on a Likert scale. There were two ratings for each response. The first rating asked the respondents to gauge the appropriateness of the
responses given by the fictional character (1 = very inappropriate and 4 = very appropriate). The second rating asked the respondents to rate the likelihood of most other women reacting in the depicted fashion (1 = very unlikely and 4 = very likely).

Each participant also was asked to complete the State-Trait Anger Expression Inventory-2 (STAXI-2) in order to measure how the participant herself expresses anger. Permission was obtained from the publisher of the STAXI-2, PAR, Inc, and a license agreement was developed to make the STAXI-2 available online to participants see Appendix D). The STAXI-2 was presented to participants directly after they responded to the anger vignette scenarios. The STAXI-2 was created by Charles Spielberger (1999) as a revision to the original STAXI. Participants were asked to answer 57 questions presented in three groups: “how I feel right now”, “how I generally feel”, “how I generally react or behave when angry or furious”. All of the questions are on a four-point Likert scale either: “not at all”, “somewhat”, “moderately so”, “very much so”, or “almost never”, “sometimes”, “often”, “almost always”. Participants were also given a no response choice for each question.

The STAXI-2 consists of six scales, five sub-scales, and a total anger expression index. The STAXI-2 has shown to have strong internal reliability. According to Spielberger (1999) the internal consistencies for the State Anger and Trait Anger scales and its corresponding subscales range from 0.84 to 0.93. For the Anger Expression scales and its corresponding subscales the internal consistency coefficients range from 0.73 to 0.85. The scale State Anger provides a current measure of anger as an emotional state an individual experiences varying from mild irritation to rage (Spielberger). State anger was evaluated through items 1-15, for example “I feel angry” (Spielberger). The three subscales for State Anger are: feeling angry-5 items; feel like expressing anger-5 items; and feel like expressing anger physically-5 items. The scale Trait Anger provides a more stable measure of an individual’s general disposition to view situations as
anger-inducing and respond with elevated levels of anger (Spielberger). Trait anger was evaluated with items: 16-25, for example “I express my anger” (Spielberger). Subscales for trait anger are: angry temperament-4 items; and angry reaction-4 items. Lastly, the anger expression index items 27-27, measures total anger expression according to scores on the remaining four scales: anger expression-out (AX-O - how often anger is expressed aggressively verbally or physically), anger expression-in (AX-I - anger is experienced but suppressed), anger control-out (AC-O - anger’s outward expression is controlled, and anger control-in (AC-I - anger is attempted to be controlled by calming down (Spielberger). Each subscale is comprised of 8 items including “I am angrier than I am willing to admit” (Spielberger). The anger index (AX Index) is calculated using the formula:

\[
\text{AX-Index} = \text{AX-O} + \text{AX-I} - (\text{AC-O} + \text{AC-I}) + 48
\]

The number 48 is used as a constant in the formula to eliminate negative numbers. Scores on the anger index range from 0-96. All statistical tests used for calculations of STAXI-2 responses were recommended by the STAXI-2 Professional Manual (Spielberger, 1999).

**Data Analysis**

Statistical analyses were conducted using the computer program PASW (formerly SPSS) 18.0 (2009). Sample demographics and the anger diversion vignettes were analyzed using continuous descriptive statistics, and categorical frequencies. Paired sample T-test was used to compare the means of each of the Likert scale questions. Finally, bi-variate Spearman correlations were implemented to compare how women gauged the appropriateness of the anger diversion or assertive anger response versus how likely they felt other women would be to respond in each anger diversion or assertive anger expression category.

The results of the STAXI-2 were generated using percentiles of the means, standard deviations and Cronbach’s alpha coefficients (alpha coefficients of .05 were taken) of the anger
Similar alpha levels were reported as those observed from normal women in accordance with the STAXI-2 (Spielberger, 1999), see Table 1.

### Table 1

**STAXI-2 Alpha Coefficients**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sample Alpha</th>
<th>STAXI-2 Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Anger</td>
<td>.93</td>
<td>.92</td>
</tr>
<tr>
<td>State Anger Feeling</td>
<td>.84</td>
<td>.87</td>
</tr>
<tr>
<td>State Anger Verbal</td>
<td>.92</td>
<td>.88</td>
</tr>
<tr>
<td>State Anger Physical</td>
<td>.89</td>
<td>.85</td>
</tr>
<tr>
<td>Trait Anger</td>
<td>.85</td>
<td>.84</td>
</tr>
<tr>
<td>Trait Anger Temperament</td>
<td>.86</td>
<td>.85</td>
</tr>
<tr>
<td>Trait Anger Reaction</td>
<td>.72</td>
<td>.76</td>
</tr>
<tr>
<td>Anger Expression Out</td>
<td>.75</td>
<td>.74</td>
</tr>
<tr>
<td>Anger Expression In</td>
<td>.77</td>
<td>.78</td>
</tr>
<tr>
<td>Anger Control Out</td>
<td>.82</td>
<td>.85</td>
</tr>
<tr>
<td>Anger Control In</td>
<td>.89</td>
<td>.93</td>
</tr>
<tr>
<td>Anger Expression Index</td>
<td>.75</td>
<td>.74</td>
</tr>
</tbody>
</table>

*Note.* Comparisons of internal reliability alpha coefficients between STAXI-2 normative sample for women and study sample.

Comparisons of the different STAXI-2 scales and how women gauged the appropriateness of each anger expression response were calculated using Pearson correlations. Comparisons were generated to discover whether there is a correlation between how women gauge the appropriateness of other women’s anger and how it relates to how women express anger themselves.
Chapter Four

Description of the Sample

All statistical analyses were conducted using PASW 18.0 for Mac (formerly SPSS) (SPSS Inc., 2007) computer program. Descriptive statistics including frequency distributions for demographics variables (i.e. age, race/ethnicity, employment status, religious affiliation, level of education, country residence) provided a profile of the sample. Cross-tabulations to determine the assumption of approximate normal distribution, measures of central tendency (mean, median, and mode), measures of variability (standard deviation), and correlation of the dependent variables were performed.

The sample for this study included 228 women who agreed to voluntarily participate in the study. The mean age of the women was 36.71 years (SD=13.31). The range of ages was 18-75 years. The majority of the sample identified their race/ethnicity as Caucasian 79.6%, 6.6% of the sample identified themselves as African American or Black, and 14.5% as “Other”. The largest percentage of the sample reported being married (43%). Approximately one-third (36%) were single and small percentages reported other relationship statuses (See Table 1 for more detail). Employment status offered a total of 43% of women were employed full-time, 29.8% part-time, 19.7% unemployed, 2.6% sick leave/maternity leave, and 4.8% offered no response. Religious affiliation was shown as a total of 23.7% of women identified as Agnostic/Atheist, 30.7% identified as Christian, 30.7% Catholic/Roman Catholic, 23.7% and small percentages were reported for other religious affiliations (See Table 2 for more detail). Educational level of the sample: a total of 0.4% of women completed some high school, 7% high school or equivalent, 23.7% some college or university, 36% college or university graduate, 14.5% some graduate school, 18.4% graduate degree. Country of residence of the sample was 48.2% resided in Canada,
and 51.8% resided in the United States. Figures of descriptive statistics are presented in Table 2.

**Table 2**

**Demographic Characteristics**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>(%)</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>228</td>
<td>36.71</td>
<td>13.313</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td>15</td>
<td>6.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>180</td>
<td>79.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>33</td>
<td>14.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>82</td>
<td>43.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>100</td>
<td>43.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separated</td>
<td>9</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divorced</td>
<td>12</td>
<td>5.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Law</td>
<td>23</td>
<td>10.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>98</td>
<td>43.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>68</td>
<td>29.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>45</td>
<td>19.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sick leave/maternity leave</td>
<td>6</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>11</td>
<td>4.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Affiliation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atheist/Agnostic</td>
<td>54</td>
<td>23.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian (non Catholic)</td>
<td>70</td>
<td>30.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic/Roman Catholic</td>
<td>70</td>
<td>30.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jewish</td>
<td>5</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslim</td>
<td>3</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual</td>
<td>10</td>
<td>4.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some high school</td>
<td>1</td>
<td>0.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school or equivalent</td>
<td>16</td>
<td>7.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some college or University</td>
<td>54</td>
<td>23.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The scores for the STAXI-2 were compiled into categories: state and trait; and their subsequent sub-categories and the anger expression index were calculated. For each category, sub-category and the index the mean and standard deviation were computed to illustrate how women experience and express anger, and a comparison was made between the means and standard deviations of the sample to the means and standard deviations found by the STAXI-2. As is illustrated in Table 3 below the means and standard deviations of the sample are similar to those found by the STAXI-2 for normal women.

One sample t-test illustrated that the variables trait anger, anger expression in and anger index of the sample were significantly higher than the normal women assessed by the STAXI-2. Also, the variables anger control out and anger control in were significantly lower than the numbers found for the women in the STAXI-2.

Table 3

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sample M</th>
<th>Sample SD</th>
<th>STAXI-2 M</th>
<th>STAXI-2 SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Anger</td>
<td>17.81</td>
<td>5.64</td>
<td>17.90</td>
<td>5.26</td>
</tr>
<tr>
<td>State Anger Feeling</td>
<td>6.63</td>
<td>2.45</td>
<td>6.66</td>
<td>2.51</td>
</tr>
<tr>
<td>State Anger Verbal</td>
<td>5.85</td>
<td>2.38</td>
<td>5.93</td>
<td>2.20</td>
</tr>
<tr>
<td>State Anger Physical</td>
<td>5.33</td>
<td>1.47</td>
<td>5.34</td>
<td>1.26</td>
</tr>
<tr>
<td>Trait Anger</td>
<td>18.93*</td>
<td>5.40</td>
<td>17.89*</td>
<td>4.94</td>
</tr>
</tbody>
</table>
Anger diversion was analyzed through the anger diversion vignettes and compared to the participant’s results on the STAXI-2. First, the participants were asked to complete the anger diversion vignettes and score how appropriate they felt the anger response was and how likely they felt it would be that other women would behave the same way. Table 4 depicts the different anger expression styles, how appropriate the women saw the responses, and how likely they felt other women would respond in a similar manner.

### Table 4

**Anger Diversion Percentages**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Appropriate N (%)</th>
<th>Likely N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internalization</td>
<td>150 66.7</td>
<td>143 63</td>
</tr>
<tr>
<td>Segmentation</td>
<td>162 72</td>
<td>72 32.1</td>
</tr>
<tr>
<td>Containment</td>
<td>49 21.9</td>
<td>182 80.5</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>202 89</td>
<td>143 63.3</td>
</tr>
<tr>
<td>Externalization</td>
<td>14 6.2</td>
<td>156 69.6</td>
</tr>
</tbody>
</table>

*Note. Percentages of how women responded to anger vignette.*
### Table 5

**T-Test – How Appropriate?**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>M</th>
<th>sd.</th>
<th>t</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internalization</td>
<td>223</td>
<td>2.73</td>
<td>.657</td>
<td>-3.02</td>
<td>.003**</td>
</tr>
<tr>
<td>Segmentation</td>
<td>223</td>
<td>2.90</td>
<td>.759</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internalization</td>
<td>222</td>
<td>2.73</td>
<td>.658</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Containment</td>
<td>222</td>
<td>2.03</td>
<td>.749</td>
<td>11.65</td>
<td>.000**</td>
</tr>
<tr>
<td>Internalization</td>
<td>225</td>
<td>2.73</td>
<td>.656</td>
<td>-8.36</td>
<td>.000**</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>225</td>
<td>3.33</td>
<td>.813</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internalization</td>
<td>225</td>
<td>2.73</td>
<td>.656</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externalization</td>
<td>225</td>
<td>1.53</td>
<td>.668</td>
<td>18.91</td>
<td>.000**</td>
</tr>
<tr>
<td>Segmentation</td>
<td>222</td>
<td>2.89</td>
<td>.759</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Containment</td>
<td>222</td>
<td>2.03</td>
<td>.742</td>
<td>11.97</td>
<td>.000**</td>
</tr>
<tr>
<td>Segmentation</td>
<td>225</td>
<td>2.90</td>
<td>.758</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>225</td>
<td>3.33</td>
<td>.812</td>
<td>-5.65</td>
<td>.000**</td>
</tr>
<tr>
<td>Segmentation</td>
<td>225</td>
<td>2.90</td>
<td>.758</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externalization</td>
<td>225</td>
<td>1.53</td>
<td>.668</td>
<td>18.92</td>
<td>.000**</td>
</tr>
<tr>
<td>Containment</td>
<td>224</td>
<td>2.03</td>
<td>.745</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>224</td>
<td>3.32</td>
<td>.812</td>
<td>-18.58</td>
<td>.000**</td>
</tr>
<tr>
<td>Containment</td>
<td>224</td>
<td>2.03</td>
<td>.745</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externalization</td>
<td>224</td>
<td>1.54</td>
<td>.668</td>
<td>8.49</td>
<td>.000**</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>227</td>
<td>3.33</td>
<td>.810</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externalization</td>
<td>227</td>
<td>1.54</td>
<td>.667</td>
<td>26.82</td>
<td>.000**</td>
</tr>
</tbody>
</table>

*Note.* The scores with * p < .05 at a two-tailed confidence level, those with ** p < .01 at a two-tailed confidence level.

### Table 6

**T-Test – How Likely?**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>M</th>
<th>sd.</th>
<th>t</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internalization</td>
<td>224</td>
<td>2.76</td>
<td>.806</td>
<td>7.87</td>
<td>.000**</td>
</tr>
<tr>
<td>Segmentation</td>
<td>224</td>
<td>2.26</td>
<td>.750</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internalization</td>
<td>226</td>
<td>2.75</td>
<td>.806</td>
<td>-3.65</td>
<td>.000**</td>
</tr>
<tr>
<td>Containment</td>
<td>226</td>
<td>3.03</td>
<td>.748</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internalization</td>
<td>226</td>
<td>2.75</td>
<td>.806</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>226</td>
<td>2.74</td>
<td>.810</td>
<td>.176</td>
<td>.860</td>
</tr>
</tbody>
</table>
Paired sample t-test was run comparing all anger diversion variables. It was found that all variables were statistically significantly related to each other for the variable how appropriate (see Table 5). There was a statistically significant difference in how appropriate women viewed the responses. Assertiveness was viewed as the most appropriate response followed in order by segmentation, internalization, containment and externalization of anger.

There was also a statistically significant difference in how likely women felt other women would behave in the manner expressed in the vignette (see Table 6). The women found containment to be a more likely response then all other anger expression. Segmentation was seen as the least likely response style. Internalization, externalization and internalization were all seen as less likely than containment and more likely than segmentation; however, there was no statistically significant difference between the three variables.
Internalization

Anger internalization is one of the anger diversion expression styles. Two-thirds of the sample (66.7%, N = 150) identified anger internalization as an appropriate response. Similarly, 63% (N = 143) stated it was likely other women would express anger this way. Thus, a similar percentage of women 66.7% saw internalization as appropriate, and as likely 63% that other women would behave in such a manner. See Table 4 above.

Correlations

Spearman Rho correlation tests were run to see if there was a significant correlation between the anger diversion variables appropriate and likely for each of the variables. The internalization variable “appropriate” was correlated with variables segmentation appropriate .263**, containment appropriate .208**, and assertiveness likely .227**. The internalization variable “likely” was correlated with the segmentation variable likely .280**. See Table 7 below.

Table 7

Anger Diversion Correlations

<table>
<thead>
<tr>
<th></th>
<th>Internalization</th>
<th>Segmentation</th>
<th>Containment</th>
<th>Assertiveness</th>
<th>Externalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internalization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate</td>
<td>.263**</td>
<td>.208**</td>
<td>.227**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likely</td>
<td></td>
<td></td>
<td>.280**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Segmentation</td>
<td>.263**</td>
<td></td>
<td></td>
<td>.216**</td>
<td>-.151*</td>
</tr>
<tr>
<td>Appropriate</td>
<td></td>
<td>.280**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likely</td>
<td></td>
<td></td>
<td>.145*</td>
<td>-.186**</td>
<td></td>
</tr>
<tr>
<td>Containment</td>
<td>.208**</td>
<td>.199**</td>
<td>.266**</td>
<td>.282**</td>
<td>.137*</td>
</tr>
<tr>
<td>Appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likely</td>
<td></td>
<td>.199**</td>
<td></td>
<td></td>
<td>.222**</td>
</tr>
<tr>
<td>Assertiveness</td>
<td></td>
<td></td>
<td>.266**</td>
<td>.282**</td>
<td>.137*</td>
</tr>
<tr>
<td>Appropriate</td>
<td>.227**</td>
<td>.216**</td>
<td>.145*</td>
<td>.266**</td>
<td>.181**</td>
</tr>
<tr>
<td>Likely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externalization</td>
<td></td>
<td></td>
<td>.181**</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appropriate     -.151*   .282**   .144*  
Likely        -.186** .137*  .222**  .181** .144*  

Note: The scores with * $p < .05$ at a two-tailed confidence level, those with ** $p < .01$ at a two-tailed confidence level.

Spearman Rho correlations were also run to see how appropriate women viewed the internalization response, how likely they felt other women would respond the same way and the STAXI-2 scales: state anger (SAng) and its’ related subscales; feeling angry (SAngF), feel like expressing anger verbally (SAngV), feel like expressing anger physically (SAngP); trait anger (TAng) and its’ related subscales; angry temperament (TAngT), angry reaction (TAngR); anger expression scales- anger expression in (AXI) and anger expression out (AXO); anger control scales- anger control in (ACO) and anger control out (ACO); and the anger expression index, which is comprised of the anger expression and control scales.

SAngP was found to be significantly positively correlated with how appropriate women found internalization at .152*. TAngT was found to be significantly negatively correlated with how likely women felt other women would internalize their anger -.136*. All other scales did not show significant findings. See Table 8 below.

Table 8

<table>
<thead>
<tr>
<th>Anger Diversion and STAXI-2 Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>SAngF</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Internalization</td>
</tr>
<tr>
<td>Appropriate</td>
</tr>
<tr>
<td>Likely</td>
</tr>
<tr>
<td>Segmentation</td>
</tr>
<tr>
<td>Appropriate</td>
</tr>
<tr>
<td>Containment</td>
</tr>
<tr>
<td>Appropriate</td>
</tr>
<tr>
<td>Likely</td>
</tr>
<tr>
<td>Assertiveness</td>
</tr>
<tr>
<td>Appropriate</td>
</tr>
</tbody>
</table>


Segmentation

Anger segmentation is one of the anger diversion expression styles. Two-thirds of the sample (72%, N = 162) identified anger segmentation as an appropriate response. Similarly, 67.9% (N = 152) stated it was likely other women would express anger this way. Thus, a similar percentage of women 72% saw segmentation as appropriate and as likely 67.9% that other women would behave in such a manner. See Table 4 above.

The segmentation variable appropriate was positively correlated with variables internalization appropriate .263**, assertiveness likely .216**, and negatively correlated with externalization appropriate -.151*. The segmentation variable likely was correlated with the internalization variable likely .280**, assertiveness likely .145*, and negatively correlated with externalization likely -.186**. See Table 7 above.

Spearman Rho correlations found ACI to be significantly positively correlated with how appropriate women found segmentation at .183**. The Anger Index was found to be significantly negatively correlated with how likely women felt other women would segment their anger -.131*. All other scales did not show significant findings. See Table 8 above.

Containment

Anger containment is one of the anger diversion expression styles. Three quarters of the sample (78.1%, N = 175) identified anger containment as an inappropriate response. Conversely, 80.5% (N = 182) stated it was likely other women would express anger this way. Thus, a similar
percentage of women 78.1% saw containment as appropriate, and as unlikely that other women would behave in such a manner 80.5%. See Table 4 above.

The containment variable appropriate was positively correlated with variables internalization appropriate .208**, assertiveness likely .266**, externalization appropriate .282**, and externalization likely .137*. The containment variable likely was correlated with the containment variable appropriate .199**, and externalization likely .222**. See Table 7 above.

Spearman Rho correlations found the containment variables likely and appropriate to be correlated with each other .178**. TAngT was found to be significantly positively correlated with how appropriate women found containment at .149*. TAngR was found to be significantly positively correlated with how likely women felt other women would contain their anger .132*. All other scales did not show significant findings. See Table 8 above.

**Assertiveness**

Assertiveness is an anger expression style, however it is not an anger diversion tactic as assertiveness is a manner of directly addressing anger. A large portion of the sample (89%, N = 202) identified anger assertiveness as an appropriate response. Furthermore, 63.3% (N = 143) stated it was likely other women would express anger this way. See Table 4 above.

The assertiveness variable appropriate was not found to have any significant correlations. The assertiveness variable likely was correlated with the internalization appropriate .227**, containment variable appropriate .266**, segmentation appropriate .145*, segmentation likely .266**, and externalization appropriate .181**. See Table 7 above.

Spearman Rho correlations found the assertiveness variable how appropriate to be significantly positively correlated with TAngT .139* and the Anger Index .133*. All other scales did not show significant findings. See Table 8 above.
Externalization

Anger externalization is one of the anger diversion expression styles. Nearly all of the sample (93.8%, N = 213) identified anger externalization as an inappropriate response. Conversely, 69.6% (N = 156) stated it was likely other women would express anger this way. Thus, a large percentage of women 93.8% saw externalization as appropriate, and two-thirds of the sample 69.6% reported it was likely that other women would behave in such a manner. See Table 4 above.

The externalization variable appropriate was positively correlated with variables containment appropriate .282**, externalization likely .144*, and negatively correlated with segmentation appropriate -.151*. The externalization variable likely was correlated with the containment variable appropriate .137*, containment likely .222**, assertiveness likely .181**, externalization appropriate .144*, and negatively correlated with segmentation likely -.186**. See Table 7 above.

Spearman Rho correlations found the variable externalization how appropriate to be positively correlated with several variables SAngF .164*, SAngV .210**, SAngP.168**, TAngR .138*, the Anger Index .150*, SAng .180**; and negatively correlated with ACI -.192**. The externalization variable how likely was positively correlated with the variables TAngR .164*, the Anger Index .163*, TAngT .183**, AXO .146*, TAng .224**; and negatively correlated with the variable ACO -.146*. All other scales did not show significant findings. See Table 8 above.
Chapter Five

Summary and Discussion

Introduction

This chapter presents a summary of the thesis and a discussion of the findings. Included in this chapter is a brief overview of the problem addressed, a synopsis of the review of the literature relevant to the theoretical framework of the study, and methodologies and procedures implemented in this study. The chapter also provides a discussion of the results relevant to the various forms of anger diversion (i.e. internalization, segmentation, containment, and externalization), as well as assertive anger expression (Cox, Van Velsor, & Hulgus, 2004), and a comparison to the results in the participants’ scores in the anger expression scales of the STAXI-2 (Spielberger, 1999).

Restatement of the Problem

The available literature on women and anger, although limited, underscores the idea that women are socialized to believe that the direct expression of anger presents a threat to relationships, and that such expression is judged by the larger society as unfeminine (Cox, Van Velsor, & Hulgus, 2004; Hatch & Forgays, 2001). Therefore, it has been suggested that in view of these perspectives, women are socialized to avoid the direct expression of anger, which results in the diversion of anger expression to other indirect means or self-defeating behaviors (Cox, Stabb, & Bruckner, 1999; Munhall, 1993). However, as González-Prendes (2007) suggests the literature on women’s anger is limited and presents some gaps that call for additional studies to explore individual variables and theoretical concepts associated with women’s anger. A review of the literature on women’s anger underscores two major problems:

- The impact of gender socialization on the healthy expression of anger in women.
• A lack of research that focuses exclusively on issues related to women’s anger.

**Purpose of the Study**

The purpose of this thesis was to explore and identify participant’s attitudes and variables that impact on the experience and expression of anger in women. Specifically, the study focused on how women experience and express anger; how women judge anger expression in other women; and whether there is a relationship between those variables. From a more general perspective the study aimed to contribute to the current body of knowledge on the topic of women and anger; a topic, which has received limited attention in the research literature. This thesis aimed to contribute to the knowledge base on women and anger by specifically addressing the following research questions:

• How do women judge the appropriateness of anger expression in other women?

• Is this view related to how women express anger themselves?

**Overview of the Literature Review**

The theoretical framework of this thesis drew from other theories including cognitive-behavior theory (Beck, 1976; Ellis, 1962); social learning theory (Bandura, 1977, 1986, 1966) and women’s anger diversion theory (Cox & St. Clair, 2005; Cox, Van Velsor, & Hulgus, 2004). In cognitive-behavioral theory (Beck; Ellis), the central premise is that the way individuals interpret a situation or cognitively process an event becomes the prime determinant of how they may respond both emotionally and behaviorally to such situations and events. Social learning theory (Bandura 1977; 1986) suggests that people learn through observing and mimicking others behaviors known as the process of modeling. Furthermore, individuals learn to promote or inhibit behaviors by observing behavior consequences others receive while engaging in various actions. Finally, the theory of women’s anger diversion (Cox & St. Clair; Cox, Van Velsor, & Hulgus)
proposes that in order to reduce the internal distress associated with the experience of anger, women tend to use four anger diversion tactics:

- **Anger containment** – restraining anger to a covert state causing a physical response such as; stomach problems, headaches, rapid heart rate, and shallow breathing.
- **Anger internalization** – denial and suppression of anger, guilt about being angry, self-punishment, and self-hate.
- **Anger segmentation** – dissociation of anger existence, disliking anger expression sometimes paired with unrecognized hostile behaviors.
- **Anger externalization** – aggression without acknowledging the damaging impact on relationships; often displaced to a less powerful entity or person.

As such, as the theory suggests, anger diversion is a covert means of anger expression, which women use to avoid the direct expression of anger and decrease their internal anxiety over having angry feelings. Although such anger diversion may indeed provide some immediate relief from anxiety, the long-term effects of maladaptive anger expression may result in adverse physical and psychological consequences.

**Gender Socialization**

The available literature on women’s anger supports the notion that women’s anger expression is influenced by gender socialization (Jack, 1991 & Cox, Stabb, & Bruckner, 1999). Gender-role socialization shapes women’s development of interpersonal and societal schemas, and thus how they view the world and respond to the world (Ohbuchi et al., 2004). Women are socialized to display anger in ways that preserve their relationships. Therefore, it has been suggested that women’s anger is often triggered by factors that play upon relationships such as, vicarious stress, and feelings of powerlessness (Burleson & Samter, 1994, S.P. Thomas, 2005). The need to preserve interpersonal relationships is thought to contribute to women being less
likely to use assertive forms of anger expression, and more likely to divert their anger into more covert or indirect means expression (Cox, et al. 2004).

**Gaps in Current Anger Research**

Current research on anger has not significantly addressed the issue of women and anger. The available literature is limited on various fronts and reflects important gaps. In a review of several meta-analytic studies on anger (R. Beck & Fernandez, 1998; DelVecchio & O’Leary, 2004; DiGiuseppe & Tafrate, 2003; Edmondson & Conger, 1996). González-Prendes (2007) indicated that out of a total of 148 studies included, only two studies, both of them unpublished dissertations, focused exclusively on women’s anger. Furthermore, a review of the general literature on anger supports the argument that there has been an over-reliance on college student populations as the target of investigation, a phenomenon that may pose serious limitation to the generalizability of those findings to community-based samples (DiGiuseppe & Tafrate, 2003; González-Prendes, 2007; Tafrate, Kassinove, & Dundin, 2002).

Although the literature on anger underscores the notion that women and men experience anger at the same frequency and intensity, it is in the mode of anger expression where the genders seem to differ (Archer, 2004; Campell & Muncer, 2008; Portegal & Archer, 2004). Thus, anger studies that have overwhelmingly relied on men and their anger expression styles as subjects of investigation may not yield particularly useful information when it comes to identifying factors that affect women’s anger expression as well generating effective methods of treating anger in women.

Anger research in general has had a stronger focus on externalizing behaviors such as aggression and violence, than on internalizing behaviors (i.e. physical manifestations, passive-aggressiveness, gossip, manipulativeness, and other forms of anger diversion.) (Cox, Van Velsor & Hulgus, 2004; Jack, 2001; S.P. Thomas, 2005). However, as previously indicated the literature
on the expression of women’s anger supports the idea that women commonly avoid the direct expression of anger, and instead divert anger into covert forms of internalization rather than overt forms of externalization (Eatough & Smith, 2008; Cox et al., 2004; Cox, Stabb & Bruckner, 1999; Walker, Richardson & Green, 2000). Consequently, if externalizing behaviors are the focus of anger research, then women’s experience and expression of anger is all but ignored. In such case, implications for the effective treatment of women’s unhealthy anger are few. The outcome of such gap is that without reliable empirical evidence of what works in the treatment of maladaptive expressions of anger in women, some women will continue to divert their anger into either physical or behavioral manifestations, increasing their risk of experiencing the unhealthy consequences of such processes.

**Review of Methods and Procedures**

**Research Design and Sampling**

The research design employed is a cross-sectional survey/questionnaire approach. The survey was self-report and administered online.

Participants recruited were women between the ages of 18-100 years old. The sample for this study included 228 women with a mean age of 36.71 and range of 18-75. The women were from various ethnic backgrounds, but were primarily Caucasian 79.6%, 6.6% identified as African American or Black, and 14.5% as other (categories included in Chapter Four).

Recruitment of individuals and solicitation for participation in the study was conducted by using a recruitment flyer, advertisement in the Wayne State University’s Pipeline program and e-mails through Glengarda and Facebook. Interested individuals were asked to e-mail the principal investigator at advertised womansanger@live.com in order to obtain the necessary information. Once an e-mail confirming a participant’s interest was received, the principal investigator e-mailed prospective participants the studies information sheet, and a link to
complete the 10 – 15 minute study on Zoomerang. Snowball recruitment was employed in both Canada and the United States whereby prospective participants were asked to forward the studies information sheet and link to the survey to other women they knew between the ages of 18-100.

**Instrumentation**

The instruments used in this study included a brief demographics questionnaire developed by the principal investigator; a vignette depicting a woman facing an anger-inducing scenario along with five possible responses, each response along a 4-point Likert scale (each response depicted either an anger diversion tactic or an assertive response); and the STAXI-2 (Spielberger, 1999). The anger response vignettes were developed through a 3-step process. This process included a literature review to identify similar models previously depicted in research conducted by Cox et al. (2004); conducting a focus group with women who were asked to read the vignettes, answer the associated questions and provide feedback; and a review and consultation with the thesis main faculty advisor who has investigated the problems of anger in both men and women, and has a number of publications on this topic that have appeared in peer-reviewed journals.

**Restatement of Hypothesis**

This study investigated whether there is a relationship between women’s anger expression styles and how those same women perceive or judge other women’s anger expression. For the purpose this thesis the investigation focused on two questions:

- How do women view the appropriateness of anger expression other women?
- Is this view related to how women express anger themselves?
Summary of Findings

There were 228 participants with a mean age of 36.71 and an age range of 18-75. The majority of the participants were Caucasian 79.6% from Canada 48.2% and the United States 51.8%.

In order to investigate the research question of how women view the appropriateness of anger expression in other women, percentiles were calculated from the vignette responses to determine how appropriate the women felt each vignette response was, and how likely they felt other women would respond in a similar manner. For the anger diversion style of internalization 66.7% of women found this response to be appropriate and 63% of women also felt it would be likely that other women would respond in such a manner. For segmentation 72% of women found the response to be appropriate, however, only 32.1% of women found it likely that other women would behave in a similar response. For containment only 21.9% of women found the response to be appropriate, but 80.5% of women felt other women would respond in such a manner. For assertiveness 89% of women found assertiveness to be appropriate, 63.3% found it likely that other women would behave in such a manner. Finally, for externalization 6.2% of women found the response to be appropriate, conversely 69.6% of women felt other women would respond in this manner.

For each of the anger diversion tactics paired sample t-tests were run to compare whether there was a statistical difference in how the participants gauged the appropriateness of the vignette response, and how likely they felt other women would respond the same way as was depicted in the vignette. There was a statistically significant difference in how appropriate women viewed the responses. Assertiveness was viewed as the most appropriate followed in order by segmentation, internalization, containment and externalization of anger.
There was also a statistically significant difference in how likely the participants felt other women would behave in the manner expressed in the vignette. The women in the study found containment to be a most likely anger response utilized by other women. Segmentation was seen as the least likely response style. Internalization, externalization and assertiveness were all seen as less likely responses than containment and more likely responses than segmentation. However, there was no statistically significant difference between the three variables.

The second research question asked whether there was a relationship between how the participants viewed the appropriateness of the vignette responses and their own anger expression style gauged by the STAXI-2. Spearman Rho correlations were conducted to assess the relationship between the variables: how appropriate is each response depicted in the vignette and how likely it is that other women may respond in a similar manner, and the STAXI-2 variables: anger control in, anger control out, anger expression in, anger expression out, and the anger index.

Correlations were not found between the variable internalization and any of the variables. For the anger diversion tactic “segmentation”, for variable “appropriate”, a negative correlation was found with the anger index -.131*. This suggests that for women who found anger expression through segmentation appropriate (i.e. dissociation from anger experience) they were more likely to exhibit a lower coefficient of anger expression. The results of the correlations revealed a very strong relationship between the appropriateness of segmentation with the variable anger control in .183**. These results appear to suggest that women who endorse segmentation as a valid anger expression strategy also seem to attempt to control their suppressed angry feelings by calming down. A positive correlation was found between the assertiveness variable appropriate and the anger index .133*. This suggests that women who reported assertiveness as an appropriate response are less likely to exhibit high levels of anger expression. Finally, the
most correlations were found between the variable externalization and the STAXI-2 variables. The externalization variable appropriate was negatively correlated with the variable anger control in -.192**, suggesting that women who endorsed the appropriateness of externalizing anger are less likely to control their suppressed angry feelings by calming down. Furthermore, the externalization variable appropriate was positively correlated with the anger index .150*. These results suggest that women who endorse externalizing anger also have higher levels of anger expression themselves. Furthermore, the externalization variable likely was positively correlated with the anger index .163*, anger expression out .146*, and negatively correlated with anger control out -.146*. These results suggest that women who found it likely that other women would express anger by externalizing also have a higher levels of anger expression, are more likely to express anger aggressively both verbally and physically, and are less likely to control the outward expression of their anger.

**Discussion of Findings**

The first research question of how women gauge the appropriateness of anger expression in other women was determined by participants rating of how appropriate they deem each anger expression style response was, and how likely they thought that other women would be to respond in a similar manner. Participants’ responses indicated that for internalization and assertiveness they believed both styles to be appropriate, and that other women would likely to behave in a similar manner. However, 25.7% more participants found an assertive response to be appropriate than likely. That is, these participants believed that giving an assertive response was appropriate, but at the same time they felt that other women would not respond the same way. This resembles the pattern seen in the other three variables (externalization, segmentation and containment) where the participants found the response to be appropriate (segmentation) but unlikely that other women would respond in such a manner; or women found the response to be
inappropriate (externalization and containment) but likely that other women would respond in such a manner. This incongruence is indicative that women view other women’s anger expression as generally inappropriate. This concept is supported by research in gender socialization suggesting that women are socialized to view the expression of anger in women as unacceptable (Cox, Stabb & Hulgus, 2000; Hatch & Forgays, 2001; Mills & Rubin, 1992; Perry, Perry, & Weiss, 1989).

Furthermore, women viewed the variables segmentation and internalization as appropriate anger response; both forms of anger expression are related to physical and psychological problems in women (Ali et al. 2000; Cox et al. 2004; González-Prendes, 2009; Jack, 1991, 1999; Munhall, 1993; Potegal & Archer, 2004; Powch and Houston, 1996).

The second research question asks: is this view of other women’s anger related to how women express anger themselves? There is some support that women’s view of other women’s anger is related to how they express anger themselves. Women in the sample scored higher than the women in the STAXI-2 comparison sample on anger expression in STAXI-2 variable related to anger internalization and segmentation. Interestingly, the women in the sample also rated internalization and segmentation as appropriate anger responses. However, there was no correlation found between the STAXI-2 and these variables. Segmentation –characterized by suppressing angry feelings and pretending they do not exist, was correlated with anger control in, which is characterized by controlling suppressed angry feelings by cooling off or calming down. Anger containment was not correlated with any of the related STAXI-2 items. Assertiveness variable how appropriate was positively correlated with the anger expression index suggesting a relationship between women viewing assertiveness as appropriate and an increase in overall anger. Finally, externalization was correlated with multiple measures of the STAXI-2. As anger control-in was negatively correlated with the externalization variable how appropriate women
who found externalization appropriate were less likely to internalize their anger. They were also more likely to have higher scores on the anger index. Moreover, there were correlations between how likely the women felt other women would externalize and the anger index, suggesting women who felt other women would externalize were likely to have a high overall level of anger. Also, how likely was positively correlated with anger expression out suggesting these women are more likely to externalize themselves, and negatively correlated with anger control out suggesting they are less likely to control their angry feelings by preventing their outward expression.

Limitations of the Study

There are some limitations to this study that need to be addressed and that caution the reader in the interpretation and generalization of the findings. One limitation of the study centers on the use self-report measures (i.e. the anger diversion vignettes and the STAXI-2). The use of self-report measures may lead some respondents to provide responses in ways they deem to be socially desirable. Thus, this may present a threat to the validity of the responses. Another limitation relates to the fact that the sample of the study was predominantly made up of Caucasian women (79%) with high levels of education (68.9% had graduated college or university at various levels.). This again must be considered in regards to generalizing the findings of the findings. Also, due to the methodology used, the sample was limited to women who had access to the Internet.

The vignettes used in this study had never been used in any previous research. Therefore, no prior data existed supporting the reliability or validity of the vignettes. However, in order to enhance the validity of the vignettes the principal investigator followed a three step process. First, the concept of the vignettes was based on Cox et al. (2004) vignettes in their study on anger diversion and the responses to the fictional scenario were created to fall in line with the four routes of anger diversion (already discussed somewhere else in this study) presented by Cox et al.
as well as an assertive response. The second step entailed a test and discussion of the vignettes with a focus of group of women. The feedback from the focus group was used to reduce the number of vignettes from an original idea of having five vignettes, one for each response style, to one vignette with the option of five responses. The feedback from the focus group was also used to edit the vignette for length and readability. Finally, the vignette and associated responses were reviewed by the faculty advisor for this thesis who has significant background in research and scholarship of anger in both men and women. This step led to further revisions and modifications resulting in the final product. The three-step process was used to help increase the face and content validity of the vignette and responses.

Lastly, the use of snowball sampling technique may present some limitations as it decreases the randomization of participant selection, as snowball sampling is a non-probability sampling method (Heckathorn, 2002). Nonetheless, despite the identified limitations, the study contributes to the knowledge base on women’s anger by yielding data relative to the participants’ anger expression styles, as well as to the way in which they view and judge other women’s mode of anger expression.

**Recommendations for Practice and Future Research**

The goal of this thesis was to determine how women gauge the appropriateness of anger expression in other women, and to evaluate whether this view was related to how women express anger themselves? Although correlations were found between some of the STAXI-2 variables ACI, ACO, AXI, AXO and the anger index there were also correlations found between the state and trait variables in the STAXI-2. Future research addressing the impact of the other relationships would be beneficial.

Moreover, one sample t-test suggests that the mean values of the study’s participants relative to the variables trait anger, anger expression in and anger index were significantly higher
than the normative data for women presented by the STAXI-2. Also, the variables anger control out and anger control in were significantly lower than the numbers found for the women in the STAXI-2 normative sample. The mean score of the participants in this study were closer to those of psychiatric patients provided in the STAXI-2 normative data. Future research comparing the demographics of the sample may help discover why this difference exists. Although this study did not focus on the investigating the impact of other variables such as age, religion, education, etc. on the expression of anger in these participants, future studies could assess the impact of such variables on women’s anger expression styles. Furthermore, the STAXI-2 comparison responses were generated from American women (Spielberger, 1999). Nearly half of the sample in the study resided in Canada, future research comparing responses from women in other countries would be beneficial. In addition, women in the sample were primarily Caucasian with a Christian religious orientation, and highly educated. There is a need to address how these variables impact scores as well as, whether scores are different for women who are less educated, and from different ethnic and religious backgrounds. Finally, replication of the study with male participants may provide further insight as to the impact of gender socialization on anger from the perspectives of both genders.

Implications for practice are addressing the incongruence women have between how appropriate they feel anger responses are, how likely they find the rest of the population will be have in such a manner and their own anger expression style. For many of the anger diversion styles there were not correlations between how women reported the appropriateness of an anger response and their own anger expression. Helping women to align how they believe they should act with how they actually act may decrease anxious feelings surrounding anger expression. This may imply that these women may benefit from cognitive-behavioral strategies to help them identify, evaluate and reframe those rules that contribute to their anxiety. This concept is further
supported by the research of Cox et al. (2004) who found an increase in anxiety in women who divert their anger through internalization or externalization as opposed to assertive means. Furthermore, as most women expressed anger externalization as inappropriate 93.8% anger management programs may not be the best fit for women suffering from the many repercussions of anger diversion (i.e. health, psychological) perhaps assertiveness training, which most women found as appropriate 89% would be a better fit and of more appeal to women.

**Summary**

In summary, the purpose of this thesis was to investigate how women judge the appropriateness of other women’s anger responses and whether this phenomenon is associated with the manner by which women express anger themselves. The results of the study suggest that the way that women judge other women’s anger is related to their own manner of anger expression. An extensive research of the available literature revealed no previous studies that had looked at this relationship in regards to women’s anger. The study included a discussion of the problem relative to the experience and expression of anger in women underscoring significant gaps in the current literature. Chapter two of the study developed the theoretical background by discussing various theories that contributed to the framework of the thesis. The study also outlined the methodology including sampling techniques, instrumentation, and statistical procedures used to test the hypotheses. Results of the statistical analyses were discussed and included the appropriate tables. Lastly, limitations of the study as well as recommendations for future practice and research were also included.
Appendix A Correspondence

Recruitment Flyer

An Evaluation of Women’s Attitudes Towards Anger

Ethical clearance for this study has been granted by Wayne State University and University of Windsor Research Ethics Boards.

Looking for women between the ages of 18-100 to participate in research about women and anger. To participate, you would complete a survey online. These activities will take approximately 1 hour and may be taken on any computer with internet access. After completing the questionnaire, you will have the opportunity to be entered in a draw for a $55 gift card. Your participation is voluntary and information will be kept confidential. The possible benefits to you for taking part in this research study are that you may become more aware of how you experience and express anger and this may help you increase your ability to cope with angry feelings. Information from this study may benefit other people now and in the future.

To learn more please email Nancy Praill at womensanger@live.com
Appendix B

HIC Approval Form

NOTICE OF EXPEDITED APPROVAL
To: Nancy Praill
Social Work Instruction Un
From: Ellen Barton, Ph.D. _______________ ________________
Chairperson, Behavioral Institutional Review Board (B3)
Date: August 07, 2009
RE: HIC #: 078709B3E
Protocol Title: An Evaluation of Women's Attitudes Towards Anger in Other Women and the Impact of Such on Their Own Anger Expression Style
Sponsor:
Protocol #: 0907007358
Expiration Date: August 06, 2010
Risk Level / Category: Research not involving greater than minimal risk
The above-referenced protocol and items listed below (if applicable) were APPROVED following Expedited Review (Category 7*) by the Chairperson/designee for the Wayne State University Behavioral Institutional Review Board (B3) for the period of 08/07/2009 through 08/06/2010. This approval does not replace any departmental or other approvals that may be required.
• Recruitment Script
• Flyer
• Internet Information Sheet
* Federal regulations require that all research be reviewed at least annually. You may receive a “Continuation Renewal Reminder” approximately two months prior to the expiration date; however, it is the Principal Investigator's responsibility to obtain review and continued approval before the expiration date. Data collected during a period of lapsed approval is unapproved research and can never be reported or published as research data.
* All changes or amendments to the above-referenced protocol require review and approval by the HIC BEFORE implementation.
* Adverse Reactions/Unexpected Events (AR/UE) must be submitted on the appropriate form within the timeframe specified in the HIC Policy (http://www.hic.wayne.edu/hicpol.html).
NOTE:
1. Upon notification of an impending regulatory site visit, hold notification, and/or external audit the HIC office must be contacted immediately.
2. Forms should be downloaded from the HIC website at each use.
* Based on the Expedited Review List, revised November 1998
Informed Consent

Research Information Sheet

Title of Study: An evaluation of women’s attitudes towards anger in other women and the impact of such on their own anger expression style.

Principal Investigator (PI): Nancy Praill
School of Social Work
519-890-031

Purpose:
You are being asked to be in a research study evaluating women’s attitudes towards anger in other women and the relationship between such attitudes and the woman’s own anger expression style. In order to participate, you need to be a female who is between 18-100 years old. This study is being conducted at Wayne State University.

Study Procedures:
If you take part in the study, you will be asked to:
Complete a brief demographic questionnaire
Read a short vignette depicting possible anger-inducing situation. There will be 5 possible alternatives responses. You will be asked to read each response and rate the appropriateness of each response as well as the likelihood that other women would react that way.
You will be asked to complete the State-Trait Anger Expression Inventory-2 (STAXI-2). This is a questionnaire that measures the individual’s experience and expression of anger.
It is estimated that the time needed to complete these items will be approximately 10-25 minutes.

Benefits
There might be no direct benefit to you for participating. It is possible that you may become more aware of how you experience and express anger and this may help you increase your ability to cope with angry feelings. Additionally, information from this study may benefit other people now and in the future. Taking part in this survey might make you feel angry, sad or anxious. At the end of the survey, there will be information about places you can call if you feel this way.

Risks
By taking part in this study, you may experience the following risks:
Possible feelings of anger, sadness or mild anxiety triggered as you read the case vignettes.

Costs
There will be no costs to you for participation in this research study.

Compensation
For completion of this research study, you will be entered in a draw for a 25 dollar gift certificate from Target. For the drawing, we anticipate you will have a 1/200 chance of winning the gift card.

**Confidentiality:**
All information collected about you during the course of this study will be kept without any identifiers.
You will be identified in the research records by a code number. There will be no list that links your identity with this code. All identifying information will be kept separately from the any of the coded research records.

**Voluntary Participation /Withdrawal:**
Taking part in this study is voluntary. You may choose not to take part in this study. You are free to not answer any questions or withdraw at any time. Your decision will not change any present or future relationships with Wayne State University or its affiliates.

**Questions:**
If you have any questions about this study now or in the future, you may contact Nancy Praill at the following phone number (519) 890-0391. You may also contact Ms. Praill’s faculty advisor, Dr. Antonio González-Prendes, Ph.D. at (313) 577-5252. If you have questions or concerns about your rights as a research participant, the Chair of the Human Investigation Committee can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

**Participation:**
By completing the aforementioned questionnaires you are agreeing to participate in this study. If you would like to participate, click on the link below (or copy and paste it into your browser).

http://www.zoomerang.com/Survey/?p=WEB229JR6JQ5CJ

Thank you for your interest,
Nancy Praill
Appendix D

License Agreement for Use of STAXI-2

Page 1 of 8 González-Prendes STAXI-2 lic agr 8-09.doc

LICENSE AGREEMENT

THIS AGREEMENT, made this August 18, 2009, by and between Psychological Assessment Resources, Inc., a Florida Corporation, with its principal offices located at 16204 North Florida Avenue, Lutz, Florida 33549, hereinafter referred to as PAR, and A. Antonio González-Prendes, PhD, with his principal offices located at Wayne State University, School of Social Work, 4756 Cass Avenue, Room #301, Detroit, MI 48202, hereinafter referred to as Licensee. 1) RECITALS PAR has developed and holds all copyrights and distribution rights to certain psychological tests and related materials as listed in Schedule A, hereinafter called "Test". The Test consists of PAR's items, scoring keys, scales, profiles, standard-score conversion tables, norms tables, interpretive information, and related materials created, prepared, devised, and combined by PAR for the administration, scoring, reporting, and analysis of the Test, and includes the words, symbols, numbers, and letters used to represent the Test. Licensee desires to develop automated procedures for the secure and encrypted administration of the Test through Licensee's secure internet assessment website. The access to Licensee’s website will be by invitation only in connection with Licensee's research study titled, *An evaluation of women’s attitudes towards anger in other women and the impact of such on their own anger expression style* and to subjects for this research purpose only (the "Limited Purpose(s)"). Unless permitted to do so by a separate license agreement, Licensee only has the right to use the Test for the Limited Purpose described above. In consideration of the mutual covenants and promises expressed herein and other good and valuable considerations, it is agreed as follows: 2) LICENSE PAR hereby grants to Licensee, subject to the terms of this Agreement, a non-transferable, non-exclusive license to place the Test
Licensee agrees to hold secure and treat as proprietary all information transferred to it from PAR. Licensee shall carefully control the use of the Test for the Limited Purpose described in this Agreement. Licensee's use of the Test will be under the supervision or in consultation with a qualified psychologist or other qualified individual and consistent with the then current edition of the Standards for Educational and Psychological Testing published by the American Psychological Association.

3) TERMS AND TERMINATION

The initial term of this Agreement shall extend from September 1, 2009 through February 28, 2010, and may be extended only by mutual agreement of the parties. Notwithstanding any other provision of this Agreement, this Agreement may be terminated if any of the following events occur:

(a) Termination is mutually agreed to by the parties.

(b) Licensee defaults in the performance of any of its duties hereunder. On the effective date of expiration or termination of this Agreement pursuant to subsections (a) and (b) above, all rights in this Agreement revert to PAR. Computer software programs written by or for Licensee remain the property of Licensee. Licensee warrants that upon expiration or termination of this Agreement under subsections (a) and (b) above, and except as set forth in any separate license agreement relating thereto, all portions of the Test licensed hereunder shall be removed from Licensee's Website. Failure to cease all uses of the Test shall constitute copyright infringement.

4) TERMINATION RIGHTS

In the event of termination pursuant to paragraph 3 above for any reason, PAR shall not be liable to Licensee for compensation, reimbursement or damages for any purpose, on account of any expenditures, investments, leases or commitments made or for any other reason whatsoever based upon or growing out of this Agreement.
5) CONDITIONS OF USE PAR shall have the right to review, test, and approve that portion of Licensee's Website which includes the Test. Following PAR's approval of that portion of Licensee's Website containing the Test, the manner in which the Test appears on such Website shall not be changed in any material way without prior approval of PAR. The computer programs developed by Licensee and used in any phase of administration and scoring of the Test shall be fully tested by Licensee and shall be encrypted and reasonably protected from access, intrusion and changes by persons who are not authorized agents of Licensee. In addition to the foregoing, Licensee shall exert all reasonable commercial efforts to prevent the Programs, and any accompanying code for the administration of the Test from being accessed, viewed or copied by others. Licensee warrants the accuracy of such scoring and reporting.

6) PROPRIETARY RIGHTS PAR is the owner of all right, title and interest in the Test. Licensee shall acquire no right or interest in the Test, by virtue of this Agreement or by virtue of the use of the Test, except the right to use the Test in accordance with the provisions of this Agreement. Licensee shall not modify or revise the Test in any manner without written approval by PAR. All uses of the Test by Licensee shall inure to the benefit of PAR. Licensee agrees not to challenge or otherwise interfere with the validity of the Test or PAR's ownership of them.

7) ROYALTIES Licensee agrees to pay PAR a royalty fee for use of the Test and copyrighted materials contained therein, at the rate of $2.24 per each test administration of the Test. Licensee will also provide PAR with an itemized accounting of all administrations of each Test administered by Licensee during the term of this agreement. Licensee shall pay to PAR Three Hundred and Thirty-Six Dollars ($336.00) as an initial license fee ($2.24 per administration for 150 administrations), which is due and payable upon the signing of this License Agreement. Licensee shall also pay PAR $2.24 per each test administered for any tests administered above 150 by March 15, 2010.
8) ACCOUNTING Licensee shall develop secure computerized accounting methods acceptable to PAR. Such accounting methods must include an electronic counting mechanism which will accurately record the number of administrations of each Test used. Licensee will keep accurate financial records of all transactions relating to the use of the Test, and PAR shall have the right to examine the software and records of Licensee pertaining to the use of the Test. Licensee will make such software and records accessible to PAR or its nominee during normal working hours upon not less than five (5) business days' prior written notice. Licensee shall retain such software and records for at least one year from the date this Agreement expires or the effective termination date. The Website shall contain the following copyright notice: "Adapted and reproduced by special permission of the Publisher, Psychological Assessment Resources, Inc., 16204 North Florida Avenue, Lutz, FL 33549, from the STAXI-2 by Charles D. Spielberger, Ph.D., Copyright 1979, 1986, 1988, 1995, 1998, 1999, by Psychological Assessment Resources, Inc. Further reproduction is prohibited without permission from PAR, Inc." 9) INDEMNITY Licensee agrees to indemnify PAR and hold PAR harmless against any claim or demand or against any recovery in any suit (including taxes of any kind, reasonable attorney's fees, litigation costs, and other related expenses) that may be:
(a) brought by or against PAR, arising or alleged to have arisen out of the use of the Test by Licensee;
(b) sustained or incurred by PAR, arising or alleged to have arisen in any way from the breach of any of Licensee's obligations hereunder; or
(c) incurred by PAR in any litigation to enforce this Agreement, including litigation against Licensee.
10) ASSIGNMENT Licensee shall not assign this Agreement or any license, power, privilege,
right, or immunity, or delegate any duty, responsibility, or obligation hereunder, without the prior written consent of PAR. Any assignment by PAR of its rights in the Test shall be made subject to this Agreement. 11) GOVERNING LAW This Agreement shall be construed according to the laws of the State of Florida of the United States of America. Venue for any legal action relative to this Agreement shall be in the appropriate state court in Hillsborough County, Florida, or in the United States District Court for the Middle District of Florida, Tampa division. Licensee agrees that, in any action relating to this Agreement, the Circuit Court in Hillsborough County, Florida or the United States District Court for the Middle District of Florida, Tampa Division, has personal jurisdiction over Licensee, and that Licensee waives any argument it may otherwise have against the exercise of those courts' personal jurisdiction over Licensee. 12) SEVERABILITY If any provision of this Agreement shall, to any extent, be invalid and unenforceable such provision shall be deemed not to be part of this Agreement, and the parties agree to remain bound by all remaining provisions. 13) EQUITABLE RELIEF Licensee acknowledges that irreparable damage would result from unauthorized use of the Test and further agrees that PAR would have no adequate remedy at law to redress such a breach. Therefore, Licensee agrees that, in the event of such a breach, specific performance and/or injunctive relief, without the necessity of a bond, shall be awarded by a Court of competent jurisdiction.

Page 6 of 8 González-Prendes STAXI-2 lic agr 8-09.doc

14) ENTIRE AGREEMENT OF THE PARTIES This instrument embodies the whole Agreement of the parties. There are no promises, terms, conditions, or obligations for the Test licensed hereunder other than those contained herein; and this Agreement shall supersede all previous communications, representations, or agreements, either written or verbal, between the parties hereto, with the exception of any prior agreements that have not previously been terminated by written consent of both parties or by one party if the terms of the agreement allow. This
Agreement may be changed only by an agreement in writing signed by both parties. 15) NOTICES AND MODIFICATIONS Any notice required or permitted to be given under this Agreement shall be sufficient if in writing and if sent by certified or registered mail postage prepaid to the addresses first herein above written or to such addresses as either party may from time to time amend in writing. No letter, telegram, or communication passing between the parties hereto covering any matter during this contract, or periods thereafter, shall be deemed a part of this Agreement unless it is distinctly stated in such letter, telegram, or communication that it is to constitute a part of this Agreement and is to be attached as a right to this Agreement and is signed by both parties hereto. 16) SUCCESSORS AND ASSIGNS Subject to the limitations on assignments as provided in Section 13, this Agreement shall be binding on the successors and assigns of the parties hereto. 17) PARAGRAPH HEADINGS The paragraph headings contained in this Agreement are inserted only for convenience and they are not to be construed as part of this Agreement. 18) AUTHORIZATION AND REPRESENTATION Each party represents to the others that it has been authorized to execute and deliver this Agreement through the persons signing on its behalf.

IN WITNESS WHEREOF, the parties have executed this Agreement in duplicate on the date first herein above written. PSYCHOLOGICAL ASSESSMENT RESOURCES, INC.

WITNESS:_________________ By:______________________________ R. BOB SMITH III, PH.D. Title:CHAIRMAN AND CEO A. ANTONIO GONZÁLEZ-PRENDES, PHD

WITNESS:_________________ By:______________________________

Title:________________________________ SIGNATURE OF QUALIFIED INDIVIDUAL REQUIRED: I hereby certify that I am qualified to use and interpret the results of these tests as recommended in the Standards for Educational and Psychological Testing, and I assume full
responsibility for the proper use of all materials used per this Agreement.

BY:________________________________ A. ANTONIO GONZÁLEZ-PRENDES, PHD

SCHEDULE A The Test licensed to Licensee pursuant to the above license consist of PAR's items, scoring keys, scales, profiles, standard-score conversion tables, norms tables, and related materials created, prepared, devised, and combined by PAR for the administration, scoring, reporting, and analysis of the Test, and include the words, symbols, numbers, and letters used to represent the Test. However, PAR and Licensee acknowledge and agree that Licensee may use only the PAR items and scoring information for the Test as appropriate for the Limited Purpose. The Test referred to in the body of this Agreement is defined as follows: 1) State-Trait Anger Expression Inventory-2 (STAXI-2) Item Booklet Rating Sheet
Appendix E – Criterion Instruments

Demographics Questions

What is your age?
-----------

What country do you currently live in?
--- United States --- Canada

What is the highest level of education you have obtained?
Grade school
Some High school
High school or equivalent
Some College or University
College or University Graduate
Some Graduate school
Graduate Degree

What is your current employment status?
Full time
Part-time
Unemployed
Sick leave/maternity leave

What is your current marital status?
Single
Married
Separated
Divorced
Common law

What is your religious affiliation?
-----------------------------

What is your race?
-----------------------------
Instructions:
1. Please read the brief vignette.
2. Following the vignette there are 5 possible responses to the vignette. Please read each response and rate them by circling your answer according to a) how appropriate you believe the response is to the situation, and b) how likely is it that most women would react in the same manner as the given response if confronted with the same situation.

Vignette:

Three weeks ago Jennifer made reservations at an exclusive Italian restaurant for her and her husband Jim to have a quiet, romantic evening dinner to celebrate their wedding anniversary. She did not tell Jim as she wanted to surprise him. However, she reminded him of their upcoming anniversary and that perhaps they should do “something special”. Jim has indicated that he has cleared his schedule and will be home early on that day. Jennifer feels that Jim has been spending a lot of time at work and that has taken away from the time that would spend with each other. She is excited and looking forward to this dinner and she sees this as an opportunity to rekindle their interest in each other. On the day of the dinner, at 4 PM, Jim calls Jennifer and tells her that he has been given a project with a very important company and that there is no way that he can get out of it; so he is going to be late. He reassures her that they will do something on the weekend to celebrate their anniversary.

Response #1: (Internalization)
Jennifer feels a heightened sense of anger, but does not say anything. She thinks about how much she wanted to go to this restaurant and how much it is going to cost to cancel this reservation. Later she feels she should be more supportive of him, his work is demanding, and feels guilty for getting angry. She also feels bad for being so focused on herself and only on what she wanted.

Indicate how appropriate do you think this response is:

<table>
<thead>
<tr>
<th>Very inappropriate</th>
<th>Inappropriate</th>
<th>Appropriate</th>
<th>Very appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

How likely is it that most women would respond the same way?

<table>
<thead>
<tr>
<th>Very unlikely</th>
<th>Unlikely</th>
<th>Likely</th>
<th>Very likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Response #2: (Segmentation)
Jennifer realizes that there is no use getting angry with Jim, he works hard and Jennifer is sure that he feels bad enough about having to work late. Jennifer feels good about being an understanding and supportive wife and not getting angry at her husband.

Indicate how appropriate do you think this response is:
Response #3: (Containment)
Jennifer feels upset and believes that this is unfair as they had made plans for several weeks and Jim had committed to not work late on that day. However, she believes it is best to “bite her tongue” so as to not upset Jim. For the next two days she feels tense and experiences headaches.

*Indicate how appropriate do you think this response is:*

<table>
<thead>
<tr>
<th>Very inappropriate</th>
<th>Inappropriate</th>
<th>Appropriate</th>
<th>Very appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How likely is it that most women would respond the same way?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very unlikely</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Response #4: (Assertive)
When Jim comes home Jennifer tells him that she wants to talk. She tells him that she knows that sometimes he has to work late, but he had committed himself to come home early on that day. She tells him about the reservation for dinner and how disappointed she feels that he did not make time for their anniversary.

*Indicate how appropriate do you think this response is:*

<table>
<thead>
<tr>
<th>Very inappropriate</th>
<th>Inappropriate</th>
<th>Appropriate</th>
<th>Very appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How likely is it that most women would respond the same way?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very unlikely</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Response #5: (Externalization)
Jennifer feels furious and lets him have it. She yells at Jim telling him how inconsiderate he is and that he does not care about their relationship. She blames Jim for making her so angry.
**Indicate how appropriate do you think this response is:**

<table>
<thead>
<tr>
<th>Very inappropriate</th>
<th>Inappropriate</th>
<th>Appropriate</th>
<th>Very appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**How likely is it that most women would respond the same way?**

<table>
<thead>
<tr>
<th>Very unlikely</th>
<th>Unlikely</th>
<th>Likely</th>
<th>Very likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
REFERENCES


Women’s Health, 7, 393-394.


Yale University (2009). People accept anger in men, but women who lose their temper
ABSTRACT

AN EVALUATION OF WOMEN’S ATTITUDES TOWARDS ANGER IN OTHER WOMEN AND THE IMPACT OF SUCH ON THEIR OWN ANGER EXPRESSION STYLE

by

NANCY PRAILL

May 2010

Advisor: Dr. González-Prendes

Major: Social Work

Degree: Master’s of Social Work

Research suggests that gender socialization contributes to how women perceive anger in general and anger in other women, and to how women express anger themselves. The purpose of this study was to evaluate whether there is a relationship between how women perceive anger in other women and how they express anger themselves. Women age 18-75 (N=228) completed a vignette based on the vignettes, and theory of anger diversion in Cox, Van Velsor & Hulgus (2004), as well as the STAXI-2. Spearman Rho correlations found a relationship between how women express anger and how likely they feel other women would react in a similar manner. Comparisons were made and correlations were also found between how appropriate women gauge different anger responses, how likely they felt other women would engage in a similar manner, and women’s own anger expression style. Implications for practice and future research are included.
AUTOBIOGRAPHICAL STATEMENT

Nancy Mae Saundra Praill was born November 11, 1983 to parents Doug Praill and Claudia Praill. Nancy is the oldest of three children with a younger brother Garrett Praill and sister Lacey Praill. In January of 2010 Nancy became engaged to Steven Vince and the couple will be married in 2011.

Nancy was raised in Windsor, Ontario Canada where she attended Walkerville Collegiate Institute. She went on to attend the University of Windsor where she graduated with a Bachelor of Arts and Social Sciences in Psychology. Upon graduation Nancy worked as a Community Care Worker with adults with acquired brain injury, as well as working as an Intensive Behavioral Intervention (IBI) therapist with children with Autism. Her work as an IBI therapist inspired her to further her education in cognitive-behavioral therapy in the Master’s of Social Work (MSW) program at Wayne State University.

Nancy will graduate from the MSW program in May of 2010. While at Wayne State University Nancy has practiced individual counseling with adults, couples, children, families and groups with a particular focus on women reporting problems with anger and assertiveness. Nancy plans to continue researching women’s anger and working with women on an individual and group basis.